

**IMPROVING THE TEACHING OF WRITING THROUGH  
THE TEXT-BASED INSTRUCTION AT GRADE XI-2  
OF OFFICE ADMINISTRATION CLASS  
OF SMK NEGERI 1 GODEAN  
IN THE ACADEMIC YEAR OF 2011/2012**

**A THESIS**

Submitted as Partial Fulfillment of the Requirements for the Attainment  
of a *Sarjana Pendidikan* Degree in English Language Education



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2013**

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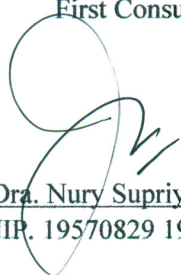
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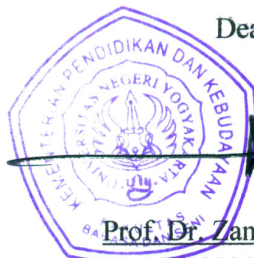
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## PERNYATAAN

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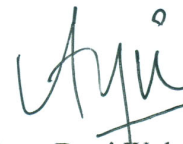
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Yang menyatakan,



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## MOTTOS

“ALLAH does not charge a soul except (with that within) its capacity .....

(Q.S. Al-Baqarah : 286)

“The voice of parents is the voice of God, for to their children they are heaven’s lieutenants”

(William Shakespeare)

“The key of success are dedication, hard work, and unremitting devotion to the things you want to see happen.”

(Frank Wright)

“Nothing can be done without hope and confidence.”

(Helen Keller)

## **DEDICATIONS**

I proudly dedicate this thesis to my parents,

Karjono Herman Y. & Umiyati

Thank you for your endless love, patience, supports and continuous prayers.

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**Improving the Teaching of Writing through the Text-Based Instruction  
at Grade XI-2 of Office Administration Class of SMK Negeri 1 Godean  
in the Academic Year of 2011/2012**

**Rahayu Dewi Wulandari  
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**ABSTRACT**

The objective of this research is to improve the students' writing ability at grade XI-2 of Office Administration Class of SMK Negeri 1 Godean. The action was done by implementing the use of the Text-Based Instruction.

The study is action research and it was used descriptive qualitative data supported by quantitative data in collecting the data. The research members were the researcher, the English teacher, and the students of XI-2 of Office Administration at SMK Negeri 1 Godean. The research was conducted in two cycles. The procedures were: reconnaissance, planning, action and observation, and reflection. The steps of implementing the actions were done following the course grid and lesson plans that were made by the researcher. The data were obtained by interviewing the English teacher and the students of XI-2 of Office Administration, observing the teaching and learning process, giving pre-test and post-test, taking pictures and giving questionnaire. The data were in the forms of interview transcripts, field note transcripts, students writing results, and photographs.

The result showed that the implementation of the Text-Based Instruction improved the students' writing ability. Qualitatively, the improvement covers (1) the students' comprehension in writing, (2) the students' understanding on grammar, (3) the students' vocabulary mastery and (4) the students' involvement in the classroom activity. Quantitatively, the mean score of the pre-test was 61.5 and the post-test was 80. In addition, from the data of the questionnaire, almost all students said that the tasks and the activities in the classroom improved their understanding, involvement, and motivation in learning writing.

**Key Words: Writing Ability, the Text-Based Instruction, Students of Office Administration Class**

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

In teaching English at Vocational Schools, teachers equip their students with four language skills, namely listening, speaking, reading, and writing. Writing is one of the important and productive skills. It needs its own methods and principles to teach it. Writing skill is more complex and difficult to teach. There are many reasons for teaching writing in school. Harmer (2007:112) states that writing gives the students more “thinking time” than they get when they attempt spontaneous conversation. According to Harmer (2004:3), since societies grew larger and more industrialized, the need for citizens to be able to write became vital in order for bureaucratic organization to be successful. Writing as one of the four skills has always formed part of the syllabus in the teaching of English.

The syllabus helps the students to learn many types of writing such as genres, short functional texts, and some expression. Students will learn many things about elements of writing in order to make good writing. Students should pay attention to some elements in writing such as content, form, grammar, style and mechanics. Besides, writing also involves several skills: knowledge of grammatical structure, knowledge of theoretical/rhetorical pattern, and ability to analyze, organize information and a sense of appropriateness.

Many people need to learn to write in English for some purposes, i.e. occupational or academic purposes. A writer should master many aspects of

language such as spelling, punctuating, capitalizing, grammatical accuracy, and acceptability to make the relationship among sentences clear and understandable. Those elements are important in order to make the idea presented in that writing clear.

According to Muray cited in Richards (2005: 108), most students write some stages in the academic context. Firstly, it is called prewriting. In this step, the students find a topic and generate ideas in a topic. Secondly, the step is called drafting. Here, the students are allowed to make a rough form of the topic and ideas found. The last is called revising. It allows the students to make some necessary changes to improve their composition. Based on the explanation above, it is clear that the students must follow all the steps to produce a good writing.

In Indonesian Vocational Schools, writing is also necessary to support the students' ability. Vocational School or Vocational Education is a secondary school programmed for preparing learners for a specific job (*PERMENDIKNAS number 20 year 2003, article no. 15*). It is an educational institution which is responsible for providing the trained students who are ready for working after graduating from the school. One of the subjects that they have to master is English. The aims of teaching and learning English at Vocational School is to enable the students to possess the knowledge and basic skills of English both in spoken and written form to support their needs in business field and industries in the future. By mastering English, the students can use their ability in their daily communication based on the global demand and to make them able to build up the communication in a higher level. It is especially in a context which is needed by a



study program they major in, both spoken or written (Standard of Content of English subject for SMK, Indonesian National Education Standard Board). The teaching of writing in Vocational Schools is one of the important things that has to be done well because it is one of the compulsory skills of English that has to be taught for students of the Vocational Schools level.

Indonesian Vocational Schools provide various programs, such as technology and industry, business and management, tourism and hospitality, arts, agriculture, computers, culinary, and so on. Because of the variety of the programs, the English material should meet the characteristics of each program.

The current curriculum that is used by the government is the 2006 Curriculum (KTSP). KTSP stands for *Kurikulum Tingkat Satuan Pendidikan* or School Based Curriculum. It is an operational curriculum that is designed and implemented at each educational institution (school). Based on *PERMENDIKNAS number 24 year 2006*, there are a number of components covered in KTSP, such as: (1) the objectives of education institution; (2) the structure and content of School-Based Curriculum (KTSP); and (3) academic calendar. Each school has a different way in performing KTSP. The KTSP of one school should not be the same as the other schools, even if it has the same study program. It is because each school has different characteristics. Although KTSP varies between one and other schools, government gives some regulations stated in *Peraturan Pemerintah (PP) number 19 year 2005* concerning to *Standar Nasional Pendidikan (SNP)* such as *Standar Isi* and *Standar Kompetensi Kelulusan*.

Based on the observation that was conducted by the researcher at the Office Administration class of Grade XI-2 at SMK N 1 Godean, there were several problems relating to writing learning that occurred during the English learning process in the classroom. The writing learning in this class was insufficient. The English teacher in SMK Negeri 1 Godean only gave fewer portions for writing ability, so their writing ability was not really well-trained. The writing activity of the Office Administration Program is important to be learnt by the students. It is because in the English curriculum of Vocational Schools especially in the elementary level, they will learn and practice more about writing. The students should master the writing skills not only in the Indonesian language but also in English.

Besides, in delivering the material to the students, the teacher only explained the materials in front of the class and the students only listened to the teacher's explanation. It seemed that there was no interactive activity between teacher and students in classroom. In addition, there were also no media provided in delivering the materials. It seemed that sometimes the students met the difficulties in understanding the material given.

Based on several problems that were found in the teaching learning process of writing at SMK N 1 Godean, the researcher tries to find out a solution to improve the result of students' writing ability. She chooses a The Text-Based Instruction as a solution to solve the problem of students' writing ability in grade XI-2 Office Administration at SMK N 1 Godean in order to improve students' writing ability. The Text-Based Instruction is chosen by the researcher because it

teaches the unit works that focus on developing skills in relation to the whole texts, discusses about grammatical features and structures of spoken and written text. It is expected to be the appropriate method which can cover the activities in the teaching and learning of writing.

### **B. Identification of the Problem**

The subjects in Vocational Schools according to the National Education Ministry Regulation No. 22, year 2006, are divided into three groups, there are normative, adaptive, and productive groups. English belongs to the adaptive group. Learning English at Vocational School is important for students' daily communication and for future use based on the study program that the students major in. All of English skills are being taught there. Those are listening, writing, speaking, reading. The writing ability at Office Administration class program in Vocational Schools is needed to be mastered by the students because it plays an important role for their communication.

In Office Administration programs, the students learn and practice a lot in the writing field such as correspondence, how to write a note, letters, memos, and so on. It needs a writing ability to produce a good writing. Therefore, the students have to master this ability. There should be more writing sessions in this class. But in fact, sometimes both the students and the teacher face many obstacles in understanding English and the teaching learning process. It also happens in SMK Negeri 1 Godean especially in XI Office Administration Class.

From the class observation that was done on July 23, 2011, the researcher found that there were some problems concerning the teaching and learning writing

process in the Grade XI-2 of Office Administration at SMK Negeri 1 Godean. There were only fewer portions in writing activity, so the students' writing exercises was less. The writing session was only inserted between other skills. Because in class of Office Administration program the students should learn more about writing activity such as correspondence, writing a letter, writing a note, writing a memo, and other writing activities. There, the teacher should tend to give them more writing practices or exercises.

Another problem was the limitation of the students' ability in writing sentences and paragraphs. Their product on writing was still low and they had some mistakes in using the correct grammar and vocabulary in making sentences. There were no additional time portions for writing exercises, so the students' writing ability was not well-trained. Besides, the English learning in this class was monotonous and not interactive. The teachers' technique in teaching was only explaining the materials while the students paid attention to the teachers' explanation. The students' contribution in the classroom during the teaching-learning process was less. It seemed that the students were not active in the classroom.

The next problem was the media. The teacher did not provide the media to help her deliver the material. The students had no courage to learn English because the teaching-learning process was not attractive. Sometimes the students met the difficulties in understanding the material because the teacher did not deliver the material through the media. Whereas, the use of media during the teaching-learning process could help the students understand the material.

Besides, the media also made the learning English became attractive. No specific textbook used also became the problem in this class. The students were only given a few sheets of material copied.

### **C. Delimitation of the Problem**

Based on the identification of the problems above, the researcher limited the problems only on the writing problem at Grade XI-2 students of Office Administration class in 2<sup>nd</sup> semester at SMK Negeri 1 Godean in the academic year of 2011/ 2012. The limitation was decided for a reason that in learning English at XI-2 Office Administration Class, the time for writing session was still limited. The students lacked in doing writing exercises, so that their ability in writing was not really well-trained. Whereas, writing skill for Office Administrations' students are very important. They are expected to master this skill after they have graduated from their school, so they can use their skills in their profession later.

The researcher tried to use the Text-Based Instruction in teaching writing at this class. It was used to teach writing because it can be the appropriate instruction that meets the problems in writing at Grade XI-2 students of Office Administration Class in 2<sup>nd</sup> semester at SMK Negeri 1 Godean in the academic year of 2011/ 2012. It provides more texts in explaining the material, so the students are easier to get the point of the lesson. Besides that, they were expected to be more motivated and understood about writing related to their program.

#### **D. Formulation of the Problem**

Based on the background of the study, the identification of the problems, and the limitation of the problems, the researcher's question is formulated. The research question is stated as follows: How to improve the students' writing ability in XI-2 Office Administration Class at SMK Negeri 1 Godean in the academic year of 2011/2012 using The Text-Based Instruction?

#### **E. Objective of the Study**

The objective of the study is to improve the students' writing ability in XI-2 Office Administration Class at SMK Negeri 1 Godean in the academic year of 2011/2012 through the Text-Based teaching.

#### **F. Significance of the Study**

The writer expected that this research gives some benefits to:

- a. the students of XI-2 Office Administration Class, it can give them more knowledge to develop their English proficiency especially in writing.
- b. the Principals of SMK Negeri 1 Godean, it can be one of the inputs in making decisions for the sake of the students and schools improvement.
- c. the English Teachers of SMK Negeri 1 Godean, it can be used as a guidance to implement the Text-Based Instruction to teach writing ability.
- d. other English teachers in Vocational Schools, it can be used as a model in implementing the Text-Based Instruction to teach writing ability.
- e. the researcher herself, it can develop her mind through the problem solving process and be a valuable experience related to her knowledge in research on education and her life and experience.



- f. other researchers, it gives contribution in providing some information as references in conducting similar English writing research in the same scope of using the Text-Based Instruction.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. Teaching Writing**

There are many theories about writing in the second language (L2). According to Hyland (2003: 2), it is helpful for the English teachers to understand some theories that focus on some aspects such as contexts, contents, language structures, genres, theme on topics, text functions and expressions in writing. All of those aspects have to support the teachers in teaching writing.

##### **a. The Techniques of Teaching Writing**

The techniques on teaching writing take an important role because it is related to the final product of the students writing. According to Brown (2004: 3-4), there are four techniques of language in teaching writing. The first is familiarization. In this technique, the students are taught about grammar and vocabulary through some texts. The second is controlled writing. Here, the students manipulate fixed patterns, often from substitution tables. The third is guided writing. The students imitate the model of texts. The last is free writing. In this technique, the students use the patterns they have developed to write an essay, letter, and so forth.

In teaching writing, the teacher also should consider the principles for designing writing technique. According to Brown (2001: 346), there are six points in designing writing technique. Firstly, incorporate practices of “good” writers.

This point is focused on the goal or main idea in writing, spend some time planning to write, follow the general organizational plan as they write, solicit and utilize feedback on their writing, revise the work efficiently, and make as many revisions as needed. Secondly, balance the process and product. Make sure that the process of composing the writing is balance with the product of writing. The role of teacher as a guide is needed in this stages. Thirdly, account for cultural/ literacy backgrounds. Make sure that the students know about the rhetorical conventions. If they meet the obstacles during the process of writing, the teacher should help and bring them to the use of acceptable English rhetoric. Fourth, connect reading and writing. By reading and studying a variety of relevant types of text, students may gain important insights both about how they should write and about the subject matter that may become the topic of their writing. Fifth, provide as much authentic writing as possible. Although writing activity is real writing, it can still be authentic in order to make the writing is clear to the students. Sharing writing with other students in the class, publishing a class newspaper and writing letter to people outside the class are several examples of authenticity that can convey the meaning. Sixth, frame the technique in terms of prewriting, drafting, and revising stages. The processes of writing tend to be framed in three stages of writing, and each stage consists of some ways or strategies.

To teach the students on how to produce a good writing, the teacher should consider the techniques to teach writing. By understanding and following the rules

of the techniques stated above, the process of teaching writing will become effective and the result can fulfill the goal of the learning.

### **b. The Process of Writing**

To produce a good writing, the writer should pay attention to the steps or the processes in writing. By following the steps of the-writing process, the product of the writing becomes well organized. Richards and Renandya (2002: 316) define the process of writing as a classroom activity incorporates the four basic writing stages. Those are planning, drafting, revising, and editing and three other stages externally imposed on students by the teacher, namely responding, evaluating, and post writing. Writing process in the classroom is highly structured, teacher often plans appropriate classroom activities that support learning of specific writing skills at every stage. The planned learning experiences for students are described as follows.

#### **1. Planning**

Planning is an activity in the classroom that encourages students to write. It stimulates' thought for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information for writing.

#### **2. Drafting**

At the drafting stage the writer is focused on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Using the focus that the writer has chosen from his free writing, the first draft can be written.

### 3. Revising

When the students revise, they re-write their text on the basis of the feedback given in responding stage. The feedback is important to tell which words or sentences should be changed or corrected. Revising writing can be started by making decisions about how to improve writing, looking at writing from a different point of view and picking places where writing could be clearer, more interesting, more informative, and more convincing to the reader. The students re-examine what they have write to see how they communicate their ideas to the reader effectively. Revising is not merely checking language errors. It is done to improve global content and organization of ideas so that the writer's intent made clearer to the reader. Revising always comes up after giving feedback to the writing.

### 4. Editing

At this stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation by teacher. The students edit their own mistakes or their peer's mistakes for grammar, spelling, punctuation, sentence structure, diction accuracy of supportive textual material such as quotations, example, etc. Editing within writing process is meaningful because students can see the connection between an exercise and their own writing.

The statement above is also supported by White and Arndt (1991) in Harmer (2004: 258). They stated that there are five stages of writing process. First is drafting. This activity is brainstorming the idea and thinking about the topic and point of view. Second is structuring. The activities are ordering the information,

experimenting with arrangements, and so on. Third is reviewing, this is checking the context, connections, assessing impact, and editing. The fourth is focusing. Here, the point is making sure that the message delivering and getting across. The last is generating ideas and evaluation. The activity is assessing the draft and/or subsequent drafts. The points stated by White and Arndt are little bit different from the previous statement but it can support each other in order to complete the steps of writing. To produce a good writing, the writers or the students should pay attention on the processes in writing. It can help them to organize their writing well so that the reader can enjoy their writing product.

### **c. The Types of Classroom Writing Performance**

There are many types of writing performances. Brown (2004: 220) divides a written performance into four categories that capture the range of written production. They are as follows.

#### **1. Imitative**

To produce a written language, a learner must attains skills in the fundamental, basic tasks of writing letters, words, punctuation, and brief sentences.

#### **2. Intensive (controlled)**

This category captures the writing skill in producing appropriate vocabulary within context, collocations and idioms, and correct grammatical features up to the length of a sentence.



### 3. Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Genres of writing include brief narratives and descriptions, short reports, summaries, brief responses to reading and interpretations of charts or graphs.

### 4. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or a thesis.

Some English learners in the beginning level, from young children until adults need basic training and assessment of imitative writing. The writing activities in imitative level include making letters, words, and simple sentences. The next level of writing is intensive or controlled writing. In this level, the writing activity is focused on grammar, vocabulary or sentence formation and not necessary to convey the meaning. In the responsive and extensive writing, the activity is more complex because it allows students to do open-ended tasks such as writing short reports, essays, summaries, and responses up to texts of several pages or more.

#### **d. Evaluating the Students' Writing**

To evaluate the students' assessment, the teacher should consider the criteria of evaluating the students' writing. According to Brown (1991) cited from

Brown (2001), there are six general categories that are often the basis for the evaluation of student writing:

a. Content

In the content, the aspects included are the thesis statement, related ideas, the development of ideas through personal experience, illustration, facts, opinions, the use of description, cause/effect, comparison/ contrast, and the consistent focus.

b. Organization

The aspects include the effectiveness of introduction, the logical sequence of ideas, the conclusion, and the appropriate length.

c. Discourse

The aspects include the topic sentences, the paragraph unity, the transitions, the discourse markers, the cohesion, the rhetorical conventions, the reference, the fluency, the economy, and the variation.

d. Syntax

The aspects include the type of sentence (declarative, interrogative, exclamatory, imperative), the length of sentences (short and long), and word order (passive voice and active voice). It is how a sentence is worded and structured.

e. Vocabulary

The aspects include in vocabulary are pronunciation, spelling, grammatical category, derivation, etymology, meaning, and usage.

f. Mechanics

The aspects include the spelling, the punctuation, the citation of references, and the neatness and appearance.

Those aspects above are the points of evaluating the students' writing exercises. To measure the students' writing result, the scoring rubric by Jacob can be one of references for scoring the writing assessment. According to Jacob et al. in Weigle (2002: 116), the important aspects which should be paid attention in evaluating the students' writing consist of five aspects; they are organization, mechanics, vocabulary, grammar, and content.

**e. The Teacher's Tasks in Teaching Writing**

In doing writing activities, sometimes the students meet many obstacles, so the roles of a teacher are needed to help the students to make them understand the ways to be a good writer. According to Harmer (2004: 41), there are tasks which teachers have to perform before, during, and after student writing. They are as follows.

- a) Demonstrating: teachers have to be able to draw the writing conventions and genre constraints feature to the students' attention because they need to be aware about it.
- b) Motivating and Provoking: the students often find themselves 'lost of words' especially in creative writing tasks. The teacher can help, provoking the students into having ideas, enthusing them with the value of task and persuading them what fun it can be.
- c) Supporting: Teachers need to be extremely supportive when students are writing in class, always available (except during exam writing of course), and prepared to help them overcome difficulties.

- d) Responding: the teacher reacts to students' written work. The teacher reacts to the content and construction and often makes suggestions for its improvement.
- e) Evaluating: the teacher can indicate where they wrote well and where they made mistakes, and teachers may award grades.

As a teacher, he/ she must be responsible to support their students in learning English in the classroom. The teacher not only delivers the material and gives task to the students but also helps them if they meet the obstacles during the learning English.

## **2. The Teaching and Learning of English Writing in Vocational School**

### **a. Definition of Vocational School in Indonesia**

There are some educational institutions in Indonesia, those are the primary school and the secondary school. The primary school consists of the elementary school. Meanwhile, the secondary school consists of the junior high school, the senior high school, and the vocational high school. According to National Education System Act article 15, Vocational school is an intermediate school which provides their students to work out in certain field. It includes in secondary schools categories. The common purposes of Vocational School are:

1. Increasing the students' faith and devotion to God
2. Developing the students potency to be a good citizens which have the noble, health, knowledgeable, competent, creative, independent, democratic, and be responsible

3. Developing students potency so that they have the concept of nationalism, understand and appreciate the variety of Indonesian culture
4. Developing students' potency so that they have concern to the environment, with actively taking care and conserve the environment, and utilizing the national resources effectively and efficiently.

The curriculum of Vocational School contains compulsory lessons, ability lessons, local content, and self-development. All of the aspects are divided in three programs; they are normative, adaptive, and productive programs. The normative program consists of religion, civic education, Indonesian language, sports, and art lesson. The adaptive program consists of English, mathematics, science, social, computer program, and business. The productive program consists of some lessons that are related to the specialized skills.

It is clear that the English lesson is included in the adaptive program. In the curriculum of English in Indonesia, the students of secondary schools are expected to develop their English in all language skills namely listening, speaking, reading, and writing. According to *Depdiknas (2007)*, the objectives of writing skills at secondary schools especially for SMK are the students are able to express the written meaning in transactional and interpersonal text, formally or informally in the form of delivering written requests and orders related to daily life, job, and professionalism.

### **b. The Standard of Competence and Basic Competency of English in Vocational School**

The Standard of Competence and Basic Competency of English in Vocational Schools are presented in the table below.

**Table 1: The Standard of Competence and Basic Competency of English in Vocational Schools**

<b>Standard of Competence</b>	<b>Basic Competency</b>
1.Communicating through English in the Novice Level	1.1. Understanding the basic expressions in the social interaction. 1.2. Mentioning things, people, characteristics, times, days, months, and years. 1.3. Describing things, people, characteristics, times, days, months, and years. 1.4. Producing simple expressions for basic functions. 1.5. Explaining activities which are being held. 1.6. Understanding memo and simple menu, schedule of public transportation, and traffic signs. 1.7. Understanding foreign words and terms and simple sentence based on patterns. 1.8. Writing simple invitation letter.
2.Communicating through English in the Elementary Level	2.1. Understanding daily simple conversations in both of professional and personal context with non-native speakers. 2.2. Taking notes of simple messages in both of direct interaction and using devices. 2.3. Listing job description and educational background, written and oral. 2.4. Telling past job and plan for future job. 2.5. Expressing feelings. 2.6. Understanding simple instructions. 2.7. Making short messages, directions, and lists in the acceptable dictions, spellings, and grammar.
3.Communicating through English in the Intermediate Level	3.1. Understanding monolog in the certain job situation. 3.2. Understanding conversations with native speakers. 3.3. Presenting reports. 3.4. Understanding the manual of device use. 3.5. Understanding the simple business letter. 3.6. Understanding the technical documents. 3.7. Writing simple business letter and report.

The standard of competence and basic competency of English are the guidance to make the syllabus and the lesson plan. The first step is making the syllabus. Syllabus is an explicit and coherent plan for a course of study (Feez and Joyce, 2002: 2). It is constructed by selecting and sequence content based on explicit objectives. It specifies what is to be taught in any particular course of study. After having syllabus then the plan of process the teaching is arranged in lesson plan. The lesson plan is used to guide the teacher during the teaching-learning process in the classroom. Every teacher should make the lesson plan before he/she comes and teaches in the classroom.

### **c. The Learning of English Writing in Vocational School**

English is one of the main subjects that is being taught in schools including the Vocational Schools. According to the *Badan Standar Pendidikan Nasional* (2006), the English teaching at Vocational Schools aims at making the students proficient in English both in spoken and written languages in order to support their competency of the study. The statement above is also supported by the Standard of Contents in Depdiknas (2006). It states that the aim of English teaching and learning in Vocational Schools is equipping the students with the knowledge and basic ability of English that facilitates them in achieving the ability competence required. From those statements above, it can be inferred that the English teaching in Vocational Schools should consider the English needed in the target fields of each study program. Meanwhile, the teaching and learning of English in Vocational Schools including writing skills prepare the students not only for a daily communication language but also for a future use based on study

program that they major in. This ability competence will be useful in seeking for good jobs that are relevant to their job field of study.

According to the School Based Curriculum 2006, the expected writing competence from the students of Grade XI in second semester at Vocational Schools is presented below.

**Table 2: Standard of Competence and Basic Competence of Writing for Grade XI in Second Semester at Vocational Schools**

<b>Standard of Competence</b>	<b>Basic Competency</b>
Communicating through English in the Elementary Level	Making short messages, directions, and lists in the acceptable dictions, spellings, and grammar.

It can be seen from Table 2 that the writing skills required by the School Based Curriculum for Grade XI of second semester in Vocational School consists of dictions, spellings, vocabularies, content, grammar, and punctuation. It means that the Vocational Schools' students should master those aspects of writing.

#### **d. The Text Related to Vocational School Field**

The text used in teaching English at Vocational Schools is closely related to students' daily communication. The teaching is more emphasizing on giving the students language competence, so they can survive in their modern life. It means that the teaching and learning language must be able to give the life skills which are able to be applied in their life. Based on the School Based Curriculum, there are two kinds of text which must be learned. There are transactional texts and interpersonal texts. Both of the text types should be taught for the students because those are the important aspects in learning English. The transactional



writing text is a response or an initiation of a response. It is divided into longer and shorter texts. Longer transactional texts consist of official letter, friendly letter, internal memorandum, writing a short article, agenda and minutes of the meeting, speech, dialogue, interview, review, newspaper article, magazine article, newspaper, brochure, editorial, column, curriculum vitae, and obituary. Short transactional texts consist of invitation, diary, post card, direction, instructions, advertisement, flyer, poster, filling in a form, writing an email, and sending a fax. Meanwhile, an interpersonal text is a text related to the interactions between individuals.

According to the Regulation of Minister of National Education number 6, year 2007, the latest Standard of Competence of Graduation for elementary and secondary education units, the standard of competence for writing skills at Vocational Schools are divided into three levels. The description of each level is presented below.

**Table 3: The Standard of Competence of Graduation for Writing Skills**

<b>Grade</b>	<b>Standard of Competence</b>
Novice Level	Expressing the written meaning in transactional and interpersonal texts, formally or informally in the form of delivering written requests and orders related to daily life.
Elementary Level	Expressing the written meaning in transactional and interpersonal texts, formally or informally in the form of delivering written requests and orders related to job.
Intermediate Level	Expressing the written meaning in transactional and interpersonal texts, formally or informally in the form of delivering written requests and orders related to the professionalism.

A kind of texts used frequently in Vocational School is a transactional text. It is used to share ideas or information about things or events, or to get things done. Features of the transactional texts are written for a specific purpose, have an audience, come in different forms, and vary in length, structure and formality. In addition, from The Standard Competence and Basic Competency of SMK, it also can be seen that the kinds of text that should be taught to the students are involved in the category of the transactional texts.

**e. Writing in Office Administration Program in Vocational School**

Although writing is a complicated skills, it must be taught to the students. The skills are very important in Vocational Schools especially for students of Office Administration Program. The students have to master the skills because the program that they have chosen is much related to the writing activities. According to the Curriculum 2004 of SMK for Business and Management Skills of Office Administration Program, the graduated students of Office Administration program are prepared to be 1) a secretary, e.g. the secretary of office or organization, or managers' personal secretary, or personal secretary of public figure, 2) a manager, e.g. the manager of administration office whether in government or private, institution office of the government or private, and 3) an office administrator, e.g. the employees who handle office administration management whether government or private administration.

To be a good secretary, a good manager, and office administrator, the graduated students of Office Administration should master some competencies that are settled by the government. According to the Curriculum 2004 of SMK for

Business and Management Skills of Office Administration Program, there are 18 competencies that should be mastered by the students. Those 18 competencies are presented in the table below.

**Table 4: The Competencies of Office Administration Program Class**

<b>No.</b>	<b>Competencies</b>
1.	Cooperating with colleagues and customers
2.	Following the procedures of safety and healthy in working.
3.	Communicating through telephones
4.	Using office tools
5.	Planning and doing a meeting
6.	Practicing the procedures of administration
7.	Following the works' roles according to the work environment
8.	Maintaining and protecting work culture
9.	Handling the copying and collecting some documents
10.	Handling inbox and outbox
11.	Making and maintaining the achieve systems to guarantee the integrity
12.	Writing the dictation to prepare the texts
13.	Producing a simple document
14.	Creating and developing texts for documents
15.	Handling the business trips
16.	Giving service to customers
17.	Applying the basic ability of communication
18.	Processing the monetary transactions

From the explanation above, the competencies that belong to writing skill aspects are categorized below.

**Table 5: The Competencies Related to Writing Skills**

<b>No.</b>	<b>Competence</b>	<b>Ability Categories</b>
1.	Communicating through telephones	Writing
2.	Using office tools	Writing
3.	Planning and doing a meeting	Writing
4.	Practicing the procedures of administration	Writing
5.	Handling the copying and collecting some documents	Writing
6.	Handling inbox and outbox	Writing

7.	Making and maintaining the achieve systems to guarantee the integrity	Writing
8.	Writing the dictation to prepare the texts	Writing
9.	Producing a simple document	Writing
10.	Creating and developing texts for documents	Writing
11.	Handling the business trips	Writing
12.	Processing the monetary transactions	Writing

From those competencies, it can be seen that the writing skill for students of Office Administration program is very important to support them in learning English for their program. Hopefully, the students of Office Administration are expected not only master in writing Bahasa (Indonesian) but also in English.

## **2. The Text-Based Instruction**

### **a. The Definition of the Text-Based Instruction**

The Text-Based Instruction is one of the methodologies in the teaching and learning English. According to Richards (2005:40), the Text-Based Instruction or known as genre based approach, sees communicative competence as involving the mastery of different types of texts. The Text-Based Instruction design is primarily concerned with what learners do with language, e.g. what they do with whole texts in a context. A Text-Based Instruction is concerned with unit of discourse called texts. (Feez and Joyce, 2002: 4). The objectives of the implementation of the Text-Based Instruction are always related to the use of whole texts in context. Actually, the core units of planning in The Text-Based Instruction are text types. Text-types are used in a relevant real-life context or according to increasing levels of technicality, abstraction or rhetorical challenge.

### **b. The Characteristics of the Text-Based Instruction**

There are some characteristics in the Text-Based Instruction. According to Feez and Joyce (2002: 3) the characteristics of a Text-Based Instruction are it consists of several aspects. The first aspect is syllabus type. A Text-Based Instruction can be thought of as a type of mixed syllabus. It is because all the elements of various other syllabus types can constitute a repertoire from which a text based syllabus can be designed. The second is the view of language. It occurs as whole texts which are embedded in the social contexts in which they are used. The third is the view of language learning. Here, the people learn language through working with whole texts.

The fourth is syllabus elements. All the elements of a Text-Based Instruction are given unity and direction by being organized with reference to holistic models of content and methodology. The fifth is the content. The content of a Text-Based Instruction is based on whole texts which are selected in relation to learner needs and the social contexts which learners wish to access. The last is the methodology. The methodology which supports a Text-Based Instruction is based on a model of teaching and learning in which the learner gradually gains increasing control of text types. Using this model, it is possible to develop sound principles for selecting and sequencing the content elements of the syllabus and for determining the methodology to implement the syllabus.

### **c. The Methodology for Text-Based Instruction**

There are many methodologies to guide the teaching and learning of English. One of them is Text-Based Instruction. According to Feez and Joyce

(2002: 24), the most effective methodology for implementing a Text-Based Instruction is the Genre Approach. It offers students the freedom to say and write what they want effectively. It makes it possible for the teacher to meet the learners' need within a framework which facilitates progress toward the students' potential instead of abandoning them permanently at entry level. Moreover, approaching language learning from the perspective of texts can enable students to develop the knowledge and skills to deal with spoken and written texts in social contexts.

In addition, according to Feez and Joyce in Richards (2005:4), Text-Based Instruction is thus based on an approach to teach language which involves the teaching explicitly about the structures and grammatical features of spoken and written texts, link spoken and written texts to the cultural context of their use, design units of work which focus on developing skills in relation to whole texts, and provide students with guided practice as they develop language skills for meaningful communication through whole texts. This methodology can help the students in learning English because they learn using media, especially media text. It makes them understand better.

#### **d. The Advantages of the Text-Based Instruction**

There are some advantages in every types of instruction. According to Feez and Joyce (2002: v), there are some advantages in the Text-Based Instruction, such as:

- a. It teaches explicitly about the structures and grammatical features of spoken and written texts.
- b. It links spoken and written texts to the social and cultural contexts of their use.
- c. It allows for the design of units of work that focus on developing skills in relation to whole texts.
- d. It provides students with guided practice as they develop language skills for meaningful communication through texts.

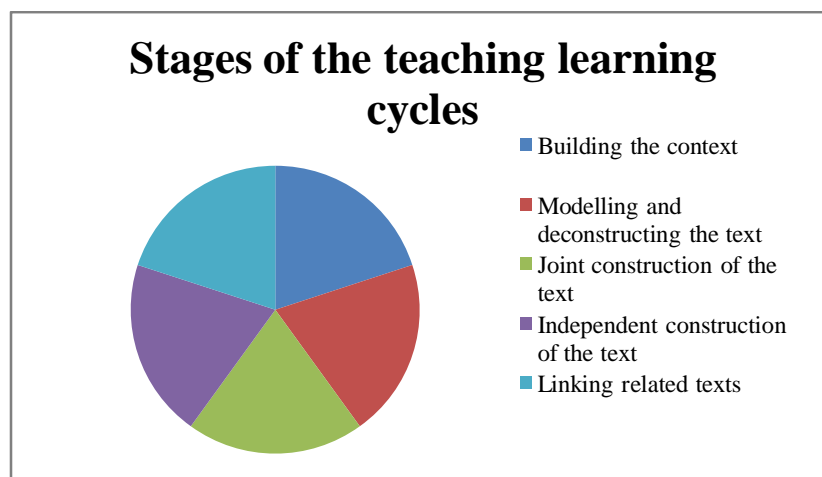
Basically, the Text-Based Instruction can cover several instructions such as content-based, task-based, genre-based, and so on. It is not only discusses about the text but also the concept, the structure and grammatical features in the text. It teaches the students the whole texts and its content. It also provides a guided practice as they develop language skill for meaningful communication through text. This instruction can be one of references that can be applied in teaching English whether spoken or written context. In addition, it is one of the effective tools to correlate the students' knowledge between the knowledge that they have known and the knowledge that they needs to learn. In this case, the knowledge is related to the text in order to support the improvement of students' writing ability.

#### **f. The Teaching/ Learning Cycle in The Text-Based Instruction**

The cycle of teaching and learning activities in the Text-Based Instruction consists of a number of stages which the teacher and the students go through so

students gradually gain independent control of a particular text-type. The following is the diagram of stages in the Text-Based Instruction.

**Table 6: The Stages of Teaching Learning in the Text-Based Instruction**



(adapted from Callaghan and Rothery 1988, Green 1992, Cornish 1992 in Feez and Joyce: 2002)

Here are the processes of teaching-learning cycle according to Feez and Joyce (2002):

1. Building the context

In this step, the activities are presenting the context through pictures, realia, field-trips, audio-visual material, etc.; establishing the social purpose through discussions or surveys etc.; comparing the model text with other texts of the same or contrasting type, for example comparing a job interview with a complex spoken exchange involving close friends, a work colleague or a stranger in service encounter.



## 2. Modeling and Deconstructing the Text

In this step, the activities are undertaken at the whole text, clause, and expression levels. It is also presenting the relations of the text that being studied, the social purpose being achieved and the meanings being made.

## 3. Joint Construction of the Text

In this step, the activities are discussing, questioning and editing whole class construction, skeleton texts, jigsaw, small group construction of texts, dictogloss, and self-assessment or peer assessment activities.

## 4. Independent Construction of the Text

In this step, the activities are reading tasks e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, and answering question. Besides, the other activity is writing task which demand that students draft and present whole texts. In addition, the main point in this stage is the students work independently with the text.

## 5. Linking related Texts

In this step, the activities are comparing spoken and written models of the same text-type, researching other text-types used in the same field, comparing the use of the text-type across different fiends, and researching how a key language feature used in this text-type is used in other text-types. Practically, it is optional.

All of those steps are used as guidance in applying the instruction for teaching English especially writing skills. Basically, the teaching using The Text-Based Instruction is like scaffolding. The teacher guides the students part by part

until they understand better about the material and also they can do the exercises independently.

### **B. Review of Related Studies**

Some researchers had done their research in the area of writing to improve the students writing ability. For example, the research study conducted by Istianah (2011). She applied the genre-based approach to solve the students' problem in writing in SMK N 1 Slawi. The result was the implementation of genre-based approach in teaching writing could improve the students' writing skill.

Rusmania (2012) also conducted a study on the use peer-editing technique to improve the students' writing skill at the Second Year of SMK Negeri 1 Pati in the academic year of 2010/2011. The result was the use of peer-editing could improve the students' ability in writing. The students also felt interested, motivated, and easy in writing class.

Another study was done by Sudaryat (2010). He conducted the research at SMA YAS Bandung. He found the problem there related to the students' writing skill and offered a solution to solve the problem through the implementation of the Text-Based Modeling Strategy (TBMS). The result of this study proved that the TBMS could overcome the hindrance of writing, and it was also effective in increasing the students' competence of writing an essay. The result was also valid for significance value of the essay writing aspect's competence (substantive, textual, lexical, syntactic, and graphemic). Though they all together increased the writing competence, it was seen that the TBMS was much better and more

effective than the BMS (Basic Modeling Strategy) and CLS (Conventional Learning Strategy).

### **C. Conceptual Framework**

The writing ability cannot be separated from the teaching and learning of English in classroom because it is one of the important aspect abilities that have to be mastered by the student who learn English. In fact, practically, sometimes the implementation of writing practice in classroom is still not maximal. The portion for this ability is still inadequate. Consequently, the student's writing ability becomes not well-trained.

The implementation of the Text-Based Instruction is the appropriate instruction to solve the problem of writing in this case because it is closely related to the text which can support the writing exercises. Besides, the teacher also had not applied the Text-Based Instruction yet, so the researcher tried to apply it as a solution to solve the problem of writing. The Text-Based Instruction is one of alternative instructions to teach writing English because it can cover several instructions such as Task-Based and Genre-Based so that it can be implied to improve students' writing ability.

Actually, the research study about the implementation of the Text-Based Instruction in writing had been done by other researchers and the result was successful to improve students' writing skill at SMA. In this research, the researcher tried to use the same technique to improve students writing skill in SMK. The advantages of using the Text-Based Instruction in the teaching learning

of writing are it teaches explicitly about the structures and grammatical features of spoken and written texts, it links spoken and written texts to the social and cultural contexts of their use, it allows for the design of units of work that focus on developing skills in relation to whole texts, and it provides students with guided practice as they develop language skills for meaningful communication through texts.

The technique of the teaching-learning using the Text-Based Instruction is teaching explicitly the whole of texts to develop their comprehending on material. It also teaches the students with the guided practices so that their skill in writing becomes well-trained. By implementing the Text-Based Instruction, the students are more easily to understand the material related to the text, so that they can produce their writing better. Furthermore, they can improve their understanding about the text not only the types of the text but also the content of the text such as the generic structure, the grammar, the vocabulary, and so forth.

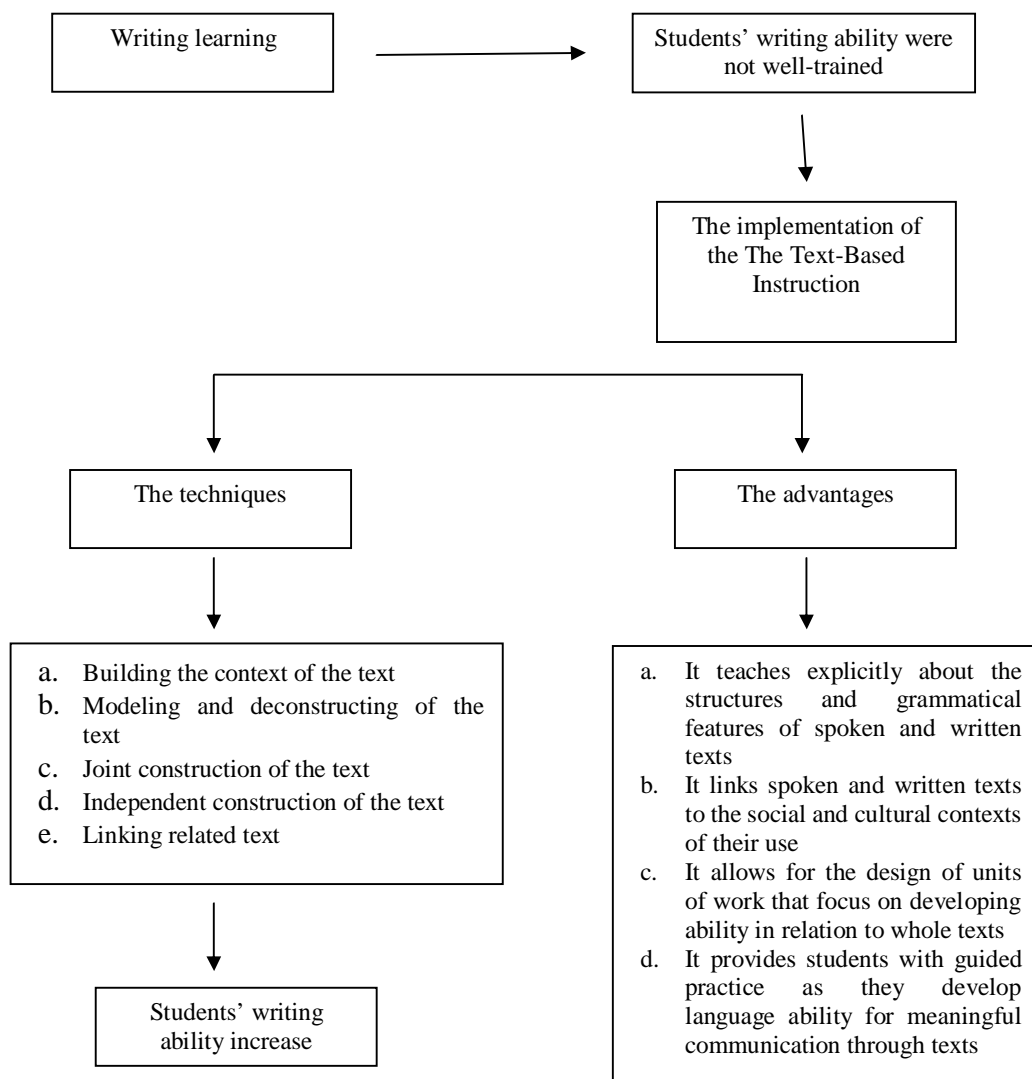
In addition, the steps in teaching writing using the Text-Based Instruction can make the students understand more easily about the material explained by the teacher. The steps used in the Text-Based Instruction are building the context of the text, modeling and deconstructing of the text, joint construction of the text, independent construction of the text, and linking related text.

Therefore, the use of the Text-Based Instruction is the right technique to teach English especially writing. It can improve the students' writing skill because it is taught in a good order and provided the real texts that meet the learners' need.

In this technique, the process of teaching and learning covers the topics and related context of the language use, the skill and the strategies, the text types and related language features (including the structures, the grammatical and the lexical features, the discourse of the text, etc.), and also the activities. By implementing those elements in teaching writing, the students' writing ability will improve.

Briefly, the diagram of conceptual framework is presented as follows.

Table 7: **Diagram of Conceptual Framework**



## **CHAPTER III**

### **RESEARCH METHOD**

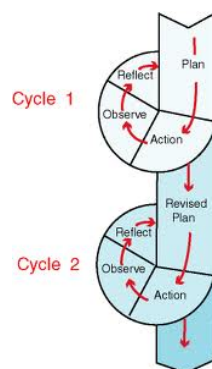
#### **A. The Type of the Research**

This research study is an action research that is aimed at improving the students' writing ability through the Text-Based Instruction in Grade XI-2 of Office Administration Class at SMK Negeri 1 Godean in the academic year of 2011/2012.

It needs teamwork in conducting the study to identify the field problems occurring in the target classroom and to solve the problem related to writing in XI-2 Office Administration Class. The English teacher and the students of XI-2 Office Administration Class were invited to work collaboratively in conducting this action research. The objective of this research is improving students' writing ability by implementing the Text-Based Instruction.

#### **B. The Research Design**

The research used research design by Burns (1999). The steps of this design were reconnaissance, planning, action, observation, and reflection. Here is the figure of the design research.



**Figure 1. The Steps in Action Research**

### **C. The Setting of the Research**

The place of the research was in the XI-2 Office Administration Class at SMK Negeri 1 Godean. All the members of this class were female. This school is located in Kowanan, Sidoarum, Godean, Sleman, Yogyakarta.

The teacher used a conventional way in teaching English. She delivered the materials and the samples, while the students listened to her explanation. It continued by giving a task to them. There was no specific textbook used in learning English. The teacher only gave them some copies of materials. Before delivering the material, she asked them to read the material first. After that she delivered the material of a new topic then asked them to do the task. Besides, the time portion for writing was less so that their writing proficiency have not well-trained.

### **D. Time of the Research**

The research was conducted in the second semester of the academic year of 2011/2012. It was conducted on February 2012 for 8 meetings. In conducting the actions, the researcher followed the English schedule of XI-2 Office Administration Class at SMK Negeri 1 Godean. The class was held every Monday, Thursday, and Friday. The duration was 2 X 45 minutes for a meeting.

Here is the table of the time of the research in XI-2 Office Administration Class Program.

Table 8: **Time of the Research**

<b>No.</b>	<b>Date</b>	<b>Activity</b>	<b>Time Allocation</b>
1.	February 2 <sup>nd</sup> , 2012	Pre-test	45'
2.	February 3 <sup>rd</sup> , 2012	Cycle 1 (memorandum)	90'
3.	February 6 <sup>th</sup> , 2012	Cycle 1 (instruction)	90'
4.	February 9 <sup>th</sup> , 2012	Cycle 1 (list)	90'
5.	February 10 <sup>th</sup> , 2012	Cycle 2 (memorandum)	90'
6.	February 13 <sup>th</sup> , 2012	Cycle 2 (instruction)	90'
7.	February 16 <sup>th</sup> , 2012	Cycle 2 (list)	90'
8.	February 17 <sup>th</sup> , 2012	Post-test	45'

### **E. The Participants of the Research**

This research involved the students of XI-2 Office Administration Class at SMK Negeri 1 Godean, the English teacher, and the researcher.

### **F. The Techniques of Collecting Data**

The data of the research consisted of qualitative data and supported by quantitative data. The qualitative data were observation, interview, photograph, and questionnaire. Meanwhile, the quantitative data were pre-test and post-test.

The data collection techniques are described below.

#### **1. Observation**

The observation was used to find out the existing problems and monitoring the situation in the teaching-learning process during the implementation of the action. The results of the observation were made in the form of field notes (see Appendix 2). The observation was focused on the students' awareness during the teaching-learning process, the teachers' role, the media used, and the process of learning itself.



## 2. Interview

The interview was used to know the effectiveness of the English teaching-learning process before and after implementing the actions. In this field, the teacher and the students of XI-2 Office Administration Class became the object to be interviewed. The point of the interview was focused on the activities during the writing teaching-learning process included the students' feeling, the media used, and so forth. It was important to complete the data's needed. The results of the interviews were recorded in the interview transcripts (see Appendix 3).

## 3. The photograph

Taking pictures during the implementation of action is important to support the data collection. It aimed to complete the data found in teaching-learning process. it could be seen on Appendix 10.

## 4. The Questionnaire

The questionnaire was used to support the result of the research. It was given to the students in the end of the action. The type of the questionnaire was open questionnaire and it consisted of 16 items (see Appendix 9). The questions were related to the students' opinion about learning using The Text-Based Instruction and their writing progress before and after implementing The Text-Based Instruction in learning writing. The form of the answer was description.

## 5. Pre-test and Post-test

The pre-test and post-test were used to measure the students' writing mastery on the study before and after the researcher conducted the actions. The questions on the pre-test and post-test were 3 items (see Appendix 6). The type of

the test was essay. The data of the pre-test and post-test were collected in the form of numeric data. The system of scoring was using writing scoring rubric by Jacob with some changes. The score was used to support the qualitative data.

## **G. The Validity and Reliability of the Data**

### **1. The Validity of Data**

According to Burns (1999), there are five validity criteria that could be applied to show the regularity of this study. The five validity criteria were democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

Democratic validity is related to the stakeholders' chance (researcher, teacher, and students) to give their personal opinion, ideas, and comment about the implication of the research. In this case, the researcher interviewed the English teacher and the students of XI-2 Office Administration Class. The English teacher and the students expressed their views, and opinions toward the actions done.

Outcome validity is the notion of actions leading to outcomes achieved within the research context. The achievement of the result does not only involve problem solving but also stimulates new questions in the related research. In this study, the researcher formulated the new questions related to the new problem found in the class when she tried to solve the main problem of the study. This action was done after the researcher did the reflection in the end of the class meeting.

Process validity is related to the process of collecting data by doing observation and noted down everything that could be caught by the researcher's

senses. In this case, she observed the students' attitudes, class condition, the teaching technique used by the English teacher, etc. during the teaching and learning processes and described the collected data in the field note form.

Catalytic validity is related to the response of the stakeholders towards the change occurring themselves. In this research, the actions were observed the implementation of the actions, made the reflection of the actions done in the XI-2 Office Administration class, and asked the questions to the English teacher and the XI-2 Office Administration students to know the changes they made after applying the actions during the study.

Dialogic validity is the process of a peer review which is commonly used in academic research. The researcher asked the English teacher as the stakeholder to participate in the process of the study by giving critiques and suggestions. In this case, the researcher conducted reflective dialogues with the English teacher for critiques or suggestions to the actions done in the class.

## **2. The Reliability of Data**

Reliability is the accuracy of the measurement. In order to ensure the reliability of the data, the researcher used field notes and different resources to get the same data such as triangulation technique. In this study, the researcher matched the results of three sources namely: observation data, interview data, questionnaire, and students' pre-test and post test scores. It was done to know whether the reliability of the data was evident or not.

For the observation, the activities of the students' attitudes during the teaching learning process, the class atmosphere, the teacher's way in presenting the material, the learning media used, and so forth was observed by the researcher. Finally, the results of the class observation were arranged in the field note forms.

For the interview, the researcher asked several questions related to the implementation of The Text-Based Instruction in teaching writing ability at classroom to the XI-2 Office Administration students and the English teacher. Finally, the results of the interviews were shown in the interview transcripts (see Appendix 4 and 5).

For the pre-test and post-test, the scores of the students could be analyzed by the help of a writing rubric. Writing rubric was used to measure and to know the students' improvements in mastering writing ability. Here, the data were obtained in a statistic form.

#### **H. Scoring System**

According to Jacobs et al. in Weigle (2002: 116), there are five aspects that must be considered to assess the students' writing ability, such as content, vocabulary, organization, language use, and mechanics. This statement also supported by Brown (2001: 358). He stated that there are six aspects to assess students writing, namely content, organization, discourse, syntax, vocabulary, and mechanics.

Based on the theories above, the researcher used an analytic scoring to measure the students' mastery in writing. The rubric scoring system is adapted from Jacobs et al. (1981) in Weigle (2002: 116). In this rubric, the score were

rated on five aspects of writing, such as content, organization, vocabulary, grammar, and mechanics (including punctuation and spelling). The five aspects were differentially weight score. Related to the weight of each score, the researcher made some modifications in order to fix it with the specific needed.

The following table presents the detail criteria of each aspect's points.

**Table 9: The Student's Writing Rubric**

Item	Score	Criteria
Content	27-32	VERY GOOD: Very good knowledge of subject; considerable variety of ideas or arguments; independent and thorough treatment of topic; relevant to assigned topic; accurate detail.
	17-24	GOOD: Adequate knowledge of subject; variety of ideas/arguments above average; adequate treatment of topic; some detail, mostly relevant to topic.
	9-16	AVERAGE: Knowledge of subject is hardly adequate; limited variety of ideas/arguments; sufficient treatment of topic; lacking detail or extraneous material included.
	1-8	POOR: Knowledge of subject too little; hardly any or no variety of ideas/arguments; insufficient treatment of topic; or not enough to evaluate.
Grammar	19-24	VERY GOOD: Appropriate constructions; hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	13-18	GOOD: Well-formed sentences; but constructions not always appropriate to task (register); some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes slightly obscured.
	7-12	AVERAGE: Not sufficient variety of constructions available; problems mainly in complex constructions; several errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning sometimes obscured.

	1-6	POOR: Major problems in sentence construction; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
Vocabulary	13-16	VERY GOOD: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate register.
	9-12	GOOD: Adequate range of vocabulary; occasional errors of word/idiom form, choice and usage but meaning not obscured; register not always appropriate.
	5-8	AVERAGE: Limited range of vocabulary; frequent errors of word/idiom form, choice and usage; meaning confused or obscured; inappropriate register.
	1-4	POOR: Range of vocabulary too limited; essentially translation; meaning confused or obscured, or not enough to evaluate.
Organization	13-16	VERY GOOD: Fluent expression; ideas clearly stated and supported; well organized; logically sequenced (coherent); connectives appropriately used (cohesive).
	9-12	GOOD: Somewhat choppy but main ideas stand out; logically sequenced; connectives sometimes used inappropriately.
	5-8	AVERAGE: Choppy; loosely organized; main ideas are not always clear; connectives often used inappropriately.
	1-4	POOR: Non-fluent; ideas often confused or disconnected; lacks logical sequencing or development.
Mechanics	10-12	VERY GOOD: Demonstrates mastery of conventions; hardly any errors of spelling, punctuation, capitalization, paragraphing.
	7-9	GOOD: Occasional errors of spelling, punctuation, capitalization, paragraphing.
	4-6	AVERAGE: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand-writing.
	1-3	POOR: Serious errors of spelling, punctuation, capitalization, paragraphing and hand-writing.

(Adapted from Jacobs et al.'s (1981) scoring profile in Weigle (2002: 116))

## **I. Data Analysis**

Firstly, the step that should be done was collecting some data using several instruments such as interview; transcripts field notes, and other records. After the data had been collected, it should be analyzed into the description of opinions, performances and the result of research. It must be done in order to get the information whether the implementation of the action showed the progress or not. The data collected then, would be analyzed qualitatively.

## **J. Research Procedure**

In conducting the action research, there are four steps suggested in Burns (1999: 161-162). The following steps are presented below.

### **1. Reconnaissance**

The step that should be done at the first was observing the place where the research will be conducted and identifying the problems occurred. The focus of the identification was the problem related to the students' ability in writing English. Writing was one of the problems that were found in XI-2 Office Administration Class at SMK Negeri 1 Godean. For the students of Office Administration, mastering on writing is very important to support their comprehension related to their job later because they learnt more about writing especially correspondence, memorandum, notula, and so forth. But in fact, the activity on writing in this class still lack. Hence, the students' writing ability was also not well-trained. From this problem, the researcher tries to improve the students writing ability through The Text-Based Instruction.

In relation to collect the data, the process of collecting the information can be done by observing the teaching-learning process of writing in the classroom, interviewing the English teacher, giving questionnaires and interviewing some students. After that, the researcher and the English teacher had a discussion to share their opinions, ideas, and problems in teaching and learning in the XI-2 Office Administration Class of SMK Negeri 1 Godean. The results of the observation were used as the basis for developing the research actions.

## 2. Planning

After finding the problem, the researcher planned about the actions that would be implemented in the English class related to the writing activity. The aim of the actions was to improve the students writing skill through the Text-Based Instruction. The action planned to be carried out are presented in the explanation below.

### a. Providing many tasks for teaching writing through text:

#### 1) Giving more time portions for writing exercises

In order to make the students' writing ability on writing became well-trained, the researcher gave more portion in learning writing. She provided 45 minutes for lesson only focused on writing for every meeting.

#### 2) Giving many tasks of vocabulary

To enrich students' vocabulary, the researcher provided several tasks consisted of some new vocabularies used in each text discussion. The tasks given for students were filling the blank space and matching the word to its meaning. She asked them to do the tasks in group and in pair work.



### 3) Giving many tasks on the use of grammar

The researcher gave several tasks related to the use of the grammar for the students. The types of the tasks were filling the blank space and circling the correct answer. She also asked them to work in group and in pairs.

#### b. Creating a writing interactive activity through the text in the form of individual work, pair work, and group work

During the writing teaching-learning process, the researcher created the interactive activity by asking the students to be active in the discussion. She gave them tasks in the form of individual work, pair work, and group work. After giving the task, they asked to make in group of four to discuss the task. Then they asked to present their work together. It was done in pair work discussion as well. For individual task, the researcher gave them the topic and they had to do it individually.

#### c. Applying the steps of the Text-Based Instruction

The researcher used the Text-Based Instruction in teaching writing. She applied the steps suggested by Feez. Those steps are building the context of the text, modeling and deconstructing of the text, joint construction of the text, independent construction of the text, and linking related text.

#### d. Providing media of text in the form of baliho

In this action, the media used by the researcher was baliho. It was made from a Samson paper and showed in the front of the class. The text provided was several texts that were used to present the material related to the topic of

memorandum, lists, and instruction. This activity aimed to help the students focus in paying attention to the teachers' explanation.

### 3. Implementing and Observing the Actions

The actions were implemented in two cycles. Each cycle was done in three meetings. Besides implementing the action plans, the researcher also observed and recorded the students' reactions during the activities and did interviews with some students after the action had been done. The English teacher or collaborator helped to observe and record the process of the teaching and learning process. Based on the observation, field notes, and interviews, the team discussed the implemented actions and analyzed the result. The result of the discussion served as an evaluation to be used to improve the next action.

### 4. Reflection

In the end of every cycle there was a reflection. The reflection was an important part in this research. It was done to see what happened in the actions and to see whether the objectives were achieved or not. When the actions were successful, they were continued. When the actions were unsuccessful, they were revised for the next cycle. The process of evaluating the action was done by observing the teaching learning process conducted in the class and interviewing the students and teacher or collaborator about the class activities. When there were some problems occurring in the class, the researcher consulted it to the teacher.

## **BAB IV**

### **RESEARCH FINDINGS & DISCUSSION**

#### **A. Research Process**

##### **1. The Reconnaissance**

In the reconnaissance steps, the problems that occurred in the teaching-learning process at classroom related to writing ability were observed by the researcher. After all of the problems had been observed, she identified them in order to decide a plan for doing action. Before implementing the action, the syllabus and the lesson plan were made. The actions were taken into two cycles and each cycle consisted of three meetings. In the planning step, she designed and implemented the action. After the action were done, the data found were observed and evaluated to know whether the implementation of The Text-Based Instruction in teaching writing at XI-2 Office Administration was effective to improve the students' writing ability or not. In the reflection step, the effective and ineffective actions were identified so that better plans could be designed for the next action.

The data were obtained from the observation in a classroom during the teaching-learning process, an interview with the English teacher of XI Office Administration 2 Class at SMK Negeri 1 Godean, and field notes. The discussion with the English teacher in order to identify the problems was done after all the data were collected.

### a. Identification of the Field Problems

The situation of the English teaching - learning process in XI Office Administration 2 Class had been observed by the researcher before the actions were conducted. Based on the preliminary class observation, she took note the activities during teaching-learning process. It could be seen from the vignette below.

Date : 23 July 2011  
Place : XI Office Administration 2 class  
Semester: 1  
Time : 10.30 WIB

The researcher went to the school at SMK N 1 Godean, and then met the English Teacher of XI Office Administration 2 Class. The teacher asked the researcher to follow her to the class. When they came to the class, the situation in the classroom was crowded. So many activities were done by the students. There were students who talked each other, played a game in the back corner, sat out the class, ate the snack, etc. Then the teacher greeted them by saying 'Assalamu'alaikum'. The students ran back to their own chair and accepted teachers' greeting by saying 'Wa'alaikumsalam'. After the situation was calm, the teacher introduced the researcher to the students. She said that there was a researcher who would take a research in this class. Then the teacher gave her the opportunity to introduce herself to the students. She told about her identity. When she introduced herself, some students were enthusiastic to know more about her by asking several questions and she answered it one by one. After they finished, she went back to her chair. She sat in the back of the class. After that, the teacher took the role again and then she distributed the students' exercise result in the previous meeting. The previous meeting lesson was about writing the experience during vacation. And the meeting today was discussing the result together. The teacher said that the fault of the students result was almost related to the grammar. She asked them about the obstacles met by the students during did the exercises. There was students said that the difficulties found during did the task was in the grammar and vocabulary finding. Then the teacher gave the explanation about the tenses. When she gave explanation about tenses, the students seemed understand about the teachers explanation but when they were asked to make their own sentences they got the difficulties again. When the researcher tried to see the writing result from students who sat near her, she saw that the arrangement of the sentences and paragraph were worse. If the researcher observed from the teacher's aspect, it seemed that the technique used by the teacher in teaching English was monotonous. She just explained in the front with some writings on the whiteboard and the students just saw and listened to the teacher's explanation without any interaction between them. There were many students who looked passive in the classroom during the teaching-learning process. When delivering the explanation, the teacher also did not provide the media. In addition, the examples given by the teacher were fewer. During the teaching-learning process, most students paid attention to the teachers' explanation. On the other hand, there were several students who talked with their friends. There was no specific textbook provided for English lesson. The teacher only gave them some pieces of photocopy materials. After the teacher explained the formula about the tenses and gave several examples of the tenses used, she changed to discuss about another topic, and the topic discussed was planning in the future. She explained the tenses used in this topic and gave the examples verbally. She asked them whether they understood or not, and they said that they did. Then she asked them to write their plan in the future based on the theme. After ten minutes, the bell rang. It meant that the class was over. She asked them to finish their work at home, and then she closed the meeting by saying wassalamualaikum.

From the vignette above, there were so many problems found related to writing in the classroom that could be identified. The lists of the problems are presented in the table below.

**Table 10: The Problems that Occurred in English Teaching and Learning Process at XI Office Administration 2 Class of SMK Negeri 1 Godean**

No	Problems	Codes
1.	The students were bored during the teaching and learning process.	S
2.	The students showed low participation (not active) in a class during the teaching-learning process.	S
3.	The teacher applied a monotonous technique in teaching writing.	T
4.	The students had limited vocabulary mastery.	S
5.	There was no English textbook.	Mat
6.	The students had difficulties in writing sentences using the correct grammar.	S
7.	The teacher taught English thematically.	T
8.	The teacher lacked the media in the teaching-learning process of writing.	Med
9.	There were fewer portions in providing writing exercise.	T

S: Student      T: Teacher      Med: Media      Mat: Material

From the table above, the problems that occurred in the English teaching-learning process at XI Office Administration 2 Class could be identified, and based on the fact found, the major problems that occurred in the classroom were closely related to the students. Therefore, the researcher would only focus on improving the students' writing ability by implementing the Text-Based Instruction.

#### **b. Identification of Field Problems to be Solved**

After identifying the problems that occurred related to the English teaching-learning process at XI Office Administration 2 Class, the researcher collected and selected the problems related to the students' writing ability that need to be solved. The problems related to writing ability are listed below.

Table 11: **The Problems Related to Writing Ability**

No	Problems
1.	The students were bored during the teaching and learning process.
2.	The students showed low participation (not active) in a class during the teaching-learning process.
3.	The teacher applied a monotonous technique in teaching writing.
4.	The students had limited vocabulary mastery.
5.	The students had difficulties in writing sentences using the correct grammar.
6.	The teacher lacked the media in the teaching-learning process of writing.
7.	There were fewer portions in providing writing exercise.

### c. Determining the Actions to Solve the Field Problems

The problems above were the guidelines for the researcher to make a plan in order to implement some actions. Those actions were aimed to solve the problems related to the students' writing ability. The actions conducted in the research are listed below.

Table 12: **The Actions Applied in the Research**

No.	The Actions
1.	Providing many tasks for teaching writing through text <ol style="list-style-type: none"> <li>Giving more time portions for writing exercises</li> <li>Giving many tasks of vocabulary</li> <li>Giving many tasks on the use of grammar</li> </ol>
2.	Creating a writing interactive activity through the text in the form of individual work, pair work, and group work
3.	Applying the steps of the Text-Based Instruction
4.	Providing media of text in the form of baliho

### d. The Relationship between the Problems, the Actions, and the Function of Actions

After the actions had been designed, the researcher related the field problems to the actions designed. It is expected that the actions could meet the main purpose of this research and could solve the problems' met in the classroom.

The table below showed the relationship between the problems, the actions, and the function of actions that had been designed.

**Table 13. The Relationship between the Problems, the Actions and the Function of the Actions**

No	The Problems	The Actions	The Function of Actions
1.	There were fewer portions in providing writing exercises	Providing many tasks for teaching writing through text a. Giving more time portions for writing exercises	To improve the students' ability in writing and understanding better of the material through the text.
2.	The students had limited vocabulary	b. Giving many tasks of vocabulary	To improve the students' vocabulary mastery by introducing the new vocabulary through the text.
3.	The students had difficulties in writing sentences using the correct grammar	c. Giving many tasks on the use of grammar.	To improve the students' comprehension in understanding the grammar better and also able to make sentences correctly.
4.	The students were bored during the teaching-learning process	Creating a writing interactive activity through the text in the form of individual work, pair work, and group work	To improve students' awareness in joining the lesson especially writing so that they did not feel bored anymore during the teaching and learning process.
5.	The students showed low participation (not active) in a class during the teaching-learning process.		To improve students' participation and involvement in following the lesson and doing the exercises during the teaching-learning process.
6.	The teacher applied a monotonous technique in teaching writing	Applying the steps of the Text-Based Instruction	To make the teaching and learning of writing became interesting and not monotonous anymore. It could help the students and the teacher in learning English.
7.	The teacher lacked the media in the teaching-learning process of writing.	Providing media of text in the form of baliho	To help the students easier in understanding the material during the teaching-learning process.

## 2. The Report of Cycle 1

This cycle was conducted in three meetings, they were on February 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup>, 2012.

### a. Planning

Table 14: The Problems and the Expectations

No	The Problems	The Expectations
1.	There were fewer portions in providing writing exercises	By giving more portions for writing exercises, the students writing ability improved.
2.	The students had limited vocabulary	By giving many texts containing new vocabularies, the students could enrich their vocabulary.
3.	The students had difficulties in writing sentences using the correct grammar	By giving many exercises on the use of grammar, the students able to make sentences using the correct grammar.
4.	The students were bored during the teaching-learning process	By creating an interactive activity in the form of individual work, group work, and pair work, the students would enjoy in following the teaching-learning process.
5.	The students showed low participation (not active) in a class during the teaching-learning process.	By creating an interactive activity in the form of individual work, group work, and pair work, the students would be active in the classroom during the teaching-learning process.
6.	The teacher applied a monotonous technique in teaching writing	By applying the Text-Based Instruction in teaching writing, the process of teaching and learning became interesting.
7.	The teacher lacked the media in the teaching-learning process of writing.	By providing the appropriate media, the students became easier to comprehend the materials and the teaching-learning process became more interesting.

The table above explains the problems that will be solved and the expectations after implementing the action. Before applying the action, the researcher made a course grid. It was developed based on Standard of Competence and Basic Competency of SMK. It was used as a reference to teach



writing in the classroom. Based on the course grid, the researcher arranged the lesson plan. It was made in order to plan the teaching learning process in the classroom so that the process would run well. The materials taught in this research were memorandum, instruction, and list. The researcher used the Text-Based Instruction in teaching writing. It was used in order to support the process of applying the action. By using the Text-Based Instruction, it was expected that the teaching learning of writing would be interesting and better than before.

There are five steps in the Text-Based Instruction, those are building knowledge of the field, modeling of the text, joint construction of the text, independent construction of the text, and linking related texts. In building knowledge of the field, the action applied was introducing the text related to the material and building the students' comprehension of the text provided. In the modeling of the text, the researcher gave another text and asked the students to comprehend the text by asking them some clues. In joint construction of the text, she gave another example of text and exercise then asked all the members of that class to be active trying to do the exercise together. She helped them if there were some difficulties met in doing the task. In the stage of independent construction of the text, she gave several exercises in the form of group work and pair work and asked them to do the task, but she still took a role in helping the students if they still met the obstacle in doing the tasks. For the individual task, she gave a task and asked them to do it individually. The complete course grid and lesson plans can be seen in the appendix 1.

## **b. Action and Observation**

This cycle was carried out three times; there were February 3<sup>th</sup>, 6<sup>th</sup>, and 9<sup>th</sup>, 2012. The researcher used the memorandum, list, and instruction topics in doing the action. The complete descriptions are provided below.

### **1) Providing Many Tasks for Teaching Writing through Text**

In the action of providing many tasks for teaching writing, there were three activities. They were giving more time portions for writing exercises, giving many tasks of vocabulary and giving many tasks on the use of grammar related to the materials.

#### **a) Giving More Time Portions for Writing Exercises**

Because the time provided in the writing class was less, the researcher gave additional time in the teaching of writing. She taught the writing ability for the students within 45 minutes. Before they did their work, she gave many texts in front of the class in order to explain or deliver the materials related to the topic. The students were asked to read and to comprehend the text and its content. They were drilled with many texts and many questions before entering to the written cycle. It was done in order to ensure that the students were really understood with the main point of the materials. The researcher gave 45 minutes for reading and 45 minutes for writing. By applying this action, it seemed that most students in the classroom were happier in following the process of learning English because the time gave by the researcher were longer. They had more time to finish their work, although in fact there were several students which did not enjoy it. They felt that the time given was still less. They needed more time to finish it, especially when

they did the task of memorandum. They said that they need more time for writing memo because they should search the word first in the dictionary then they arranged it into paragraph. So the time available was less for them. To support the statement, there are some interviews got from the students and the English Teacher. Those interviews were presented below.

#### Interview 1

- R: *Gimana tadi waktu yang diberikan buat latihan writing? Cukup nggak?*  
(Was the time given for the writing exercise enough?)
- S: *Wah kurang Mbak.*  
(Wah, it was insufficient, Miss.)
- R: *O, masih kurang ya? Padahal udah banyak banget loh tadi waktu yang diberikan. 45 menit kan?*  
(O, insufficient? I think I had given more time to do the exercises. It was 45 minutes, wasn't it)
- S: *Iya sih, tapi tetep masih kurang Mbak. Soalnya butuh waktu buat nyari kata dulu di kamus. Trus ngrangkai katanya itu juga susah mbak. Jadi tadi aku kurang waktu buat ngerjain.*  
(Yes, you're right, but it was still insufficient, Miss. I needed some more time to find some difficult words in the dictionary. Furthermore, we had some difficulties to arrange the words into a good order. So, I had insufficient time to do the exercises.)
- R: *Jadi tadi yang tugas individunya kamu belum selesai?*  
(So, You haven't finished your individual work, have you?)
- S: *Belum Mbak, kurang dikit*  
(No, I haven't.)

In this interview, the student said that the time provided in writing was not enough. She needed more time for finishing her work because she had to search for the word and the meaning first before she answered the questions. She consulted it in her dictionary.

#### Interview 2

- R: *Dek, gimana tadi waktu yang diberikan buat ngerjain latihan writingnya kurang ga?*  
(Was the time given for the writing exercise enough?)
- S: *Ga kok Mbak. Cukup aja.*  
(Yes, it was enough, Miss.)
- R: *Trus membosankan ga dengan waktu yang lama?*  
(Were you bored with the long time given?)

S: *Ga Mbak. Kita jadi gak terburu-buru buat ngerjain latihan soalnya. Kalo Bu Jar kan ngasih aku buat ngerjainnya dikit Mbak. Kalau belum selesai ya udah ditinggal trus ganti topic lain gitu.*

(No, we weren't. We were not in a hurry to do the exercises. Bu Jar usually gives us a little time to do the exercises, Miss. If we haven't finished, she just lets it left and changes to another topic.)

From the interview result with other students, the researcher got the fact that there was a student who enjoyed the lesson. She said that the additional time made her more relax in doing the task. Another fact also could be seen from the next interview. This interview was English Teacher interview result.

### Interview 3 (English Teacher)

R: *Bu, bagaimana dengan waktu yang diberikan untuk writing? Kebanyakan waktu tidak?*

(Mam, how was the time given for the writing exercise? Was that too long?)

ET: *Tidak juga sih Mbak. Cukup efisien kok. Anak-anak banyak yang bisa menyelesaikan tugas latihannya. Tapi kalau misal waktunya mepet mereka diajak ngebut aja Mbak. Masa waktu 45 menit cuma untuk nulis memo aja mereka kurang. Memo kan gampang tuh Mbak.*

(I think, it's enough. You used the time efficiently. Most of the students could finish their exercises. If you have a limited time, try to push them to do the exercises faster. Memo is easy, but they spent 45 minutes just to write a memo, even it was not enough for them.)

R: *Sebenarnya iya juga sih Bu..Cuma tadi ada yang bilang kalo waktunya kurang soalnya sibuk cari-cari kata di kamus. Tapi waktu tadi saya keliling melihat pekerjaan mereka, kebanyakan dari mereka bisa selesai dalam waktu 45 menit Bu.. apalagi untuk latihan instruksi dan list, mereka bisa selesai lebih cepat daripada memo*

(Yes, I agree with you, Mam. Some of them said that the time given was insufficient because they had to find the difficult words in the dictionary. However, when I went around the class to see their works, most of them could finish the works in 45 minutes. Moreover, they could finish the exercises of instruction and list earlier than memo.)

ET: *Bagus berarti itu Mbak Ayu..*

(That was good, Miss Ayu.)

Based on the interview above, the English teacher said that the time provided by the researcher was effective and efficient. By giving longer time in writing especially in doing the task, the students could finish their worksheet.

### b) Giving Many Tasks of Vocabulary

The researcher gave the task related to vocabulary in every meeting. It was done in order to explore their knowledge of vocabulary and enrich their vocabulary. In each meeting the researcher gave the task of matching the word and its meaning. The words given were related to the next text. The task was simple. In doing the task, they were allowed to check the word meaning in the dictionary. They should guess the meaning first and it helped with the choices available in the column. They were permitted to check the word in the dictionary when the result was discussed together. During the process, it seemed that the students did not meet any meaningful obstacles. They looked enjoy in following and doing the exercises. It could be seen from the interview transcript below.

#### Interview 4

<p><i>R: Terus gimana dengan latihan soal vocab nya tadi? Susah gak?</i> (How about the vocabulary exercises? Were them difficult?)</p> <p><i>S: Lumayan gampang Mbak.</i> (They're quite easy, Miss.)</p> <p><i>R: Gampangnya gimana? Kamu tadi tau artinya semua?</i> (In which part? Did you know all the meaning?)</p> <p><i>S: Ga sih Mbak, cuma sebagian aja, yang sisanya cuma kira-kira, hehe</i> (No, I didn't, I just knew some words, for the rests, I just guessed the meaning.)</p> <p><i>R: Kamu familiar ga ma kata-kata yang tadi?</i> (Were you familiar with the words.)</p> <p><i>S: Ya ada yang familiar ada yang ga</i> (Yes, some of them were familiar, but there were also some which were not familiar.)</p> <p><i>R: Tapi so far kamu paham kan?</i> (So far, you understood the lesson, didn't you?)</p> <p><i>S: Iya, paham Mbak</i> (Yes, I understood, Miss.)</p>
---

Based on the interview above, it could be seen that actually there was no problem met by this student in doing the task of vocabulary. She understood and

could answer the question easily. There were several words that were not familiar to her but she could solve it. The researcher also had interview with another student in the classroom. The result is presented in the table below.

#### Interview 5

<i>R: Menurutmu soal latihan vocabnya tadi susah ga?</i>
(What do you think about the vocabulary exercises? Were they difficult?)
<i>S: Nggak kok mbak</i>
(No, Miss.)
<i>R: Tadi kamu bisa ngerjainnya?</i>
(You could do the exercises, couldn't you?)
<i>S: Bisa Mbak soalnya ngerjainnya juga bareng-bareng, yang ga bisa tanya temen trus diskusi gitu..</i>
(Yes, I could do the exercises. It's because I did them in a group. If I had some difficulties, I could discuss them with my friends.)
<i>R: Kamu paham ga?</i>
(Did you understand the lesson?)
<i>S: Iya paham mbak</i>
(Yes, I did.)
<i>R: Jadi nambah ga kosakata kamu?</i>
(Did you increase your vocabulary?)
<i>S: Iya Mbak, ni yang aku belum tau aku catat..</i>
(Yes, Miss. If I didn't know the meaning, I would take a note.)
<i>R: Ok..</i>
(OK.)

Here, she said that she could answer the question easily because she had discussed it first with her friend if they did not know the word or the meaning so that she understood. Actually, almost all the students could answer the question because this task is introducing a new word. They were introduced with some new words and it aimed to make them familiar with those words and easier to understand the text later. It also could help them to understand the text easily when they are reading or writing.

### c) Giving Many Tasks on the Grammar

To measure the students' comprehension of the grammar, the researcher provided some grammar tasks. They were filling the blank space, choosing the correct grammar in the bracket, re-arrange the jumbled text. The questions given were related to the grammar use. By giving more exercises of grammar, it was expected that students' grammar comprehension would improve. When they were asked to do the task, they did not look really happy with that because they thought that learning grammar was boring. They felt bored when they were asked to do the task especially in memorandum because each memo may have different type of tenses. It made the students little bit confused in understanding the text. Meanwhile, there were no problems found for the instruction and list material because the tenses used were simple. In instruction and list lesson, the tenses that usually used only simple present tense.

The interviews below showed the comment of several students about tasks related to the grammar.

#### Interview 6

- |   |
|---|
| <p>R: <i>Hai gimana tadi latihan soal tentang grammarnya? Susah ga</i><br/>(Hi, how was your grammar exercises? Were they difficult?)</p> <p>S: <i>Wah susah Mbak</i><br/>(Yes, they were.)</p> <p>R: <i>Susahnya gimana?</i><br/>(In which part you found the difficulties?)</p> <p>S: <i>Ya susah soalnya kalau udah dikasih soal bingung ngerjainnya, mau pakai tenses yang mana gitu mbak..</i><br/>(I felt confused when I faced the grammar exercises. I wasn't sure to choose the suitable tenses.)</p> <p>R: <i>Lha kan tinggal disesuaikan sama waktunya</i><br/>(Just choose the appropriate tenses based on the time.)</p> <p>S: <i>Iya sih Mbak, tapi tetep aja aku masih bingung, hehe</i><br/>(You're right Miss, but, I was still confused.)</p> |
|---|

It could be concluded that she had difficulties in doing the tasks related to grammar. She felt confused because she did not really comprehend on grammar and the use of it. In the same line, another student also had the same idea. The interview can be seen below.

#### Interview 7

R: *Hai gimana tadi waktu ngerjain latihan membuat memonya? Sulit ga?*  
(Hi, how do you think about the exercise on writing a memo? Was it difficult?)  
S: *Susah Mbak. Gak bisa.*  
(Yes, Miss. I couldn't do it.)  
R: *Kok gak bisa? Kamu gak paham sama pertanyaannya atau gimana?*  
(Why? Did you understand the questions?)  
S: *Kalau pertanyaannya sih paham Mbak, tapi ngerjainnya yang gak bisa mbak. Aku bingung ma tensesnya.*  
(Yes, I did. But I didn't know how to answer them. I was confused using the tenses.)  
R: *Bingung gimana?*  
(Confused? What do you mean?)  
S: *Bingung nentuin tenses mana yang harus dipakai, lagian aku juga ga begitu paham Mbak tentang tenses,hehe*  
(I was confused to decide which tenses I should use. Moreover, I don't understand about the tenses yet.)

She met an obstacle in making a memo because she did not understand the use of the correct grammar or tenses. She also said that actually there was no problem with the question gave, but it became difficult when she answered the question. She felt confused to decide what the appropriate tenses would be used was.

#### Interview 8

R: *Gimana tadi latihan soal membuat instruksinya?bisa?*  
(How about the task in instruction? Could you do that?)  
S: *Bisa Mbak, gak begitu susah kayak pas bikin memo*  
(Yes, I could. It was not as hard as in making memo)  
R: *Gak susahnya kenapa?bisa dijelaskan?*  
(Could you explain to me?)  
S: *Kalau di instruksi kan tenses yang dipakai cuma satu dan cuma itu Mbak, jadi gak bingung. Kalau di memo kan bisa bermacam-macam tenses dipakai.*  
(In instruction the tenses used only one formula, but in making memo there were



several formulas used so I got confused.)  
 R: *Emangnya tenses yang dipakai di instruksi apa coba?*  
 (What is the tense used in instruction?)  
 S: *Simple present tense kan Mbak?*  
 (Simple present tense, right?)  
 R: Good..  
 (Yes, good)

After interviewing another student, the researcher found the different answer about giving many tasks. The result was this student felt easy in answering the question related to the instruction text because the tenses used in this text was only one type. That was simple present tense. So she did not feel confused in doing the task. The same answer was also uttered by other students. It could be seen from the interview above.

#### Interview 9

R: *Lha kalo latihan-latihan soal yang tadi kamu kerjain gimana? Susah atau gampang?*  
 (How about the tasks you had done. Were they easy or difficult?)  
 S: *Gampang Mbak soalnya dikerjain bareng-bareng,hehe. Tapi kalo yang tugas individu itu yang sulit. Ga bisa ngerjain Mbak.*  
 (They're easy because I did them together. But in individual work, I met the difficulties so I couldn't do it.)  
 R: *Lho?kenapa gak bisa ngerjain? pertanyaannya sulit dipahami po?*  
 (Why? Were the questions difficult to be understood?)  
 S: *Bukan karena pertanyaannya Mbak, tapi karena saya emang bingung bikin kalimat dalam bahasa inggris, soalnya grammarnya sulit,saya ga bisa,hehe*  
 (It was not difficult because of the questions but it came from myself. I couldn't make the sentences in English because the grammar is difficult.)  
 R: *O.. tapi kalo dari segi pemahaman maateri memo tadi kamu paham ga?* (But in the material comprehending, did you understand?)  
 S: *Paham Mbak*  
 (Yes, I did)

In fact, she felt easy in doing the task especially in group work because it was done together. But when she was asked to do the task in individual work she met some difficulties related to arrange the sentences. She was confused in deciding the correct grammar.

## Interview 10

- R: *Lha kalo dari segi soal latihan yang tadi kamu kerjain gimana? Susah ga?*  
(How about the task I gave to you?)
- S: *Awalnya gampang Mbak tapi waktu dah suruh bikin memo sendiri itu yang bingung,haha*  
(At first I think it was easy but when you asked me to make a memo by myself, I began to be confused)
- R: *Kenapa bingung?*  
(Why?)
- S: *Soalnya harus bikin sendiri Mbak, nah nyusun kalimatnya saya bingung. Pemakaian grammarnya itu lho Mbak yang saya gak bisa..bingung mau pake tenses yang mana,hehe*  
(Because I had to made it by myself. Meanwhile I was getting confused in arranging the sentences. I got confuse in deciding the tenses)

From the interview above, actually she enjoyed in answering the task together but she felt confused about making the sentences in memo. She said that she got confused in deciding the correct tenses for making the text memorandum. The interview below is also shown that tenses became the problem for students.

## Interview 11

- R: *Lha kalo dari segi soal latihan yang tadi kamu kerjain gimana? Susah ga?*  
(How about the exercises? Was it difficult to answer?)
- S: *Rada susah Mbak soalnya ga da gambarnya jadi tadi rada kesusahan ngerjainnya.*  
(Little bit difficult because there was no picture so I met some difficulties in doing the exercise)
- R: *O gt yah.. tapi dari segi pemahaman text yang dijelaskan km paham cara pembuatan instruksi?*  
(I see.. but in fact did you understand the way how to make the instruction text?)
- S: *Inshaallah paham Mbak*  
(Yes, I did. Inshaallah)

Based on the interview she said that she met some difficulties in doing the exercise because there were no available pictures especially in text of instruction. It made her confused in answering the question. The other students said that the texts provided were beyond their learning area. It was far from their program

learning, so they sometimes got confused in understanding the material. The interview could be seen below.

#### Interview 12

<p>R: <i>Gimana tadi soalnya?membingungkan ga?</i> (How about the exercises? Was it confusing for you?)</p> <p>S: <i>Ada beberapa yang bingung Mbak</i> (Sometimes)</p> <p>R: <i>Kenapa?bingung nya dimana?</i> (Why? Which part that made you confused?)</p> <p>S: <i>Itu lho Mbak teksnya kurang bisa dipahami soalnya itu diluar jurusan kita dan kita gak tau tentang teks itu.</i> (The text was little bit difficult to be understood because the topic was out of our area.)</p> <p>R: <i>Gak familiar maksudnya?</i> (You meant it was not familiar, was it?)</p> <p>S: <i>Nah iya mbak betul..hehe</i> (That's right )</p> <p>R: <i>Tapi kalo step-step pembuatan teks instruksi kamu paham ga?</i> (Did you understand about the steps of making the instruction text?)</p> <p>S: <i>Iya Mbak saya paham kalo step-stepnya</i> (Yes, I did)</p> <p>R: <i>Good</i> (Good)</p>
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## 2) Creating a Writing Interactive Activity through the Text in the Form of Individual Work, Pair Work, and Group Work

To make the writing teaching-learning process in classroom became more interesting, the researcher created the interactive activity. In addition, it was also created to increase students' involvement in the classroom by giving individual work, pair work, and group work. When the researcher gave an exercise and asked them to do in group, they were looked active in discussing although there were several students who were looked passive. They kept silent, looked not enthusiastic to the lesson. Even, there were students having a talk with their friends in a group, it made noisy and it disturbed the other friend. The researcher

came to them and warned them to do the task and not to be noisy anymore. When all of them finished their work, the researcher asked them who wanted to be a volunteer to come forward and presented their result. But no one of them who dared to come. Then the researcher pointed one of them. The same situation also happened when the students did the task of making the certain text in pairs. It seemed that the students' participation still low. When the researcher had an interview to several students, they argued that they felt shy to present in the front and doubt to answer. They were afraid if their answer was wrong. The fact can be seen from the interviews below.

#### Interview 13

<p>R: <i>Kenapa tadi pas disuruh maju ke depan depan kamu gak maju?</i> (Why did you not come forward when I asked you to answer the question in front?)</p> <p>S: <i>Malu Mbak,hehe</i> (I felt shy)</p> <p>R: <i>Lho kenapa harus malu?</i> (Why you felt shy?)</p> <p>S: <i>Gak biasa maju e Mbak, takut salah,hehe</i> (I never go forward, I'm afraid)</p> <p>R: <i>Nah karena gak biasa, makanya mulai sekarag dibiasain aja ya..cuek aja,he.. ok?</i> (Because you never go forward before, so starting from now please make it common and do not shy, ok?)</p> <p>S: <i>Ya Mbak</i> (Ok, Miss)</p>
--

From the interview above, it could be seen that she felt shy when she asked to come forward to answer the question. She also felt afraid if her answer was not correct. It seemed that her self-confidence still lack. These were also shown by the other students. The fact can be seen in the interview transcript below.

## Interview 14

R: *By the way, why did you not come forward to answer the question?*  
 (By the way, why did you not come forward to answer the question?)  
 S: *Wah takut salah e Mbak*  
 (I was afraid if my answer was wrong, Miss.)  
 R: *Ngapain takut salah? Kn tar juga dibahas sama-sama.*  
 (Why? We would discuss it later.)  
 S: *Ya itu Mbak takut ki tar salah trus diketawain anak-anak*  
 (Yeah, that's why I felt afraid, if my answer was wrong, the other students would laugh on me.)  
 R: *Ye..cuek aja lagi.. besok kalo ada soal di depan berani maju lho ya?gapapa salah kan tar dibenerin, ok?*  
 (Don't pay any attention to it. Next time, if there are tasks in the black board, you shouldn't be afraid to answer it forward. That's all right when your answer was wrong, we will make it right together.)  
 S: *Insyaallah Mbak..hehe*  
 (Insyaallah, Miss.)

Besides, the researcher also had an interview with the students who looked not interested in following the lesson. The transcript is presented below.

## Interview 15

R: *Kenapa tadi waktu mengerjakan soal kamu ngobrol terus?*  
 (Why were you talking when I asked you to do the task?)  
 S: *Lha aku males e mbak, gak mudeng bahasa inggris apalagi pas tadi bikin teks*  
 (I was not interested Miss, I didn't understand the English, moreover when you asked me to make some texts.)  
 R: *Gak mudeng gimana? Kan dikerjakan bareng-bareng to? Kalo kamu ngobrol terus mana bisa mudeng*  
 (What do you mean? I asked you to do it together with your friends, didn't I?)  
 S: *Iya sih*  
 (Yes, you're right.)  
 R: *Nah terus tadi kamu ngerjain apa?*  
 (So, what did you do?)  
 S: *Tadi yang ngerjain Rina mbak, hehe*  
 (Rina did the task, Miss.)  
 R: *Trus kamu ngapain?*  
 (Then, what about you?)  
 S: *Mmm....*  
 (Mmmm..)  
 R: *Ya udah, lain kali kalau ada tugas coba dikerjain ya..jangan ngobrol mulu...kalau ga coba latihan gimana mau bisa nya, ok.. lagian kasihan yang lain tar terganggu..*  
 (Next time, when I give you a task, try to answer it. Don't chat. If you do not try it, how can you do that? Moreover, you may disturb the other students. )  
 S: *Ya Mbak (OK, Miss)*

From the interview above it could be concluded that she was not interested in following the lesson because she did not have the willingness to learn English. Maybe the process of learning the lesson was not interesting and she was getting bored so that she did not like English.

For another interview, a student said that she felt happy and enjoyed in doing the task from the researcher because it was done together. She felt interested in joining the lesson. The fact is presented below.

#### Interview 16

<p>R: <i>Gimana tadi watu ngerjain secara kelompok? Senang ga?</i> (Were you glad when I asked you to do the task in groups?)</p> <p>S: <i>Seneng Mbak soalnya kalo ngerjain bareng-bareng bisa diskusi.</i> (I was really glad, Miss. If we did that in groups, we would discuss the answer together.)</p> <p>R: <i>Kamu enjoy ga dengan adanya belajar kelompok gitu?</i> (Did you enjoy it?)</p> <p>S: <i>Iya enjoy Mbak..gak membosankan</i> (Yes, it was not boring.)</p>
--

Actually the teaching and learning process in the classroom ran well. The students became active in doing the task whether in group or in pairs. Unluckily, there were some students who were still passive during the learning process in the classroom. For example, there were some students who talked to another friend, slept in the class, drew, and did something unimportant. It seemed that they did not pay attention to the lesson and the task given.

After interviewing the students about the action, the researcher also interviewed the English Teacher. She said that actually the students of XI Office Administration 2 Class were not really enthusiastic for doing the task in front of the class. They preferred to stay on their chair then came forward. They would

come forward if only the teacher asked them. It seemed that the students' involvement in the classroom was low. The interview transcript is presented below.

#### Interview 17 (English Teacher)

<p>R: <i>Kalau menurut Ibu keaktifan siswa dikelas selama pelajaran gimana?</i> (What do you think on the students' involvement in the class, Mam?)</p> <p>T: <i>Ya anak-anak memang seperti itu sih Mbak. Jarang ada yang mau maju kedepan kalau gak ditunjuk dari gurunya.</i> (Most of the students rarely go forward to answer the question if the teacher does not point them.)</p> <p>R: <i>O begitu ya Bu..</i> (Oh, I see.)</p> <p>T: <i>Iya. Mungkin kalau Mbak Ayu ada ide untuk membangkitkan motivasi siswa untuk aktif bisa diterapkan</i> (Maybe, Miss Ayu have an idea to motivate the students became active it can be implemented)</p>
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### 3) Applying the Steps of the Text-Based Instruction

In teaching writing, the researcher used the Text-Based Instruction. It was aimed to make the teaching-learning in the classroom more effective and interesting. She followed the steps of the Text-Based Instruction in teaching writing, such as:

#### 1) Building the Context

- The teacher showed a sample of text related to the material in front of the class
- The teacher asked the students to brainstorm about the text related to the material
- The teacher asked the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it? Etc.

- The teacher asked the students about the format, the vocabularies, the expressions, the terms, and the punctuations in those texts.

## 2) Modeling and Deconstructing the Text

- The teacher showed another example of text then asked the students to compare and find out the similarity of both texts.
- The teacher also asked the students about the format, the vocabularies, the expressions, the terms, and the punctuations in those texts.
- The teacher asked the students by repeating questions again and again until the students understood.
- The teacher gave the students the task in the form of jumbled text. They were asked to analyze and to correct it. They discussed and answered it together.

## 3) Joint Construction of the Text

- The teacher gave the students the task in the form of matching the words and its meaning. It was analyzed and discussed then answered together. They did not allow to consulting their dictionary. They should try to guess the meaning first before discussing the result together. They were allowed to open the dictionary after the result was discussed together with the teacher.
- Next action was doing a task in the form of filling in the blank of the sentences or the text. They were asked to make a group of four.
- After they finished, the teacher asked each groups to present their discussions result.



#### 4) Independent Construction of the Text

- The teacher asked the students to make a certain text and they should work in pairs.
- The students were asked to write text based on the problem situation inside. The result should be corrected by the other friends. Then, it was discussed together with the teacher.
- The teacher gave a situation or a title to the students. They were asked to write the text individually then they had to submit it.

#### 5) Linking related Texts

- The teacher asked them to memorize what they have learnt today.
- She made a conclusion about the lesson today.
- She asked them to find the other texts related to the material that they had learnt at school as the homework. They may search it from many sources.
- The material was used as learning media at home.

To promote the statement, there was an interview between the researcher and the English teacher. The interview is presented below.

#### Interview 18

R: *Hai, nama kamu siapa?*

(Hi, what's your name?)

S: Yuli

(Yuli)

R: *Boleh tanya bentar ga?*

(May I ask you something?)

S: *Iya Mbak boleh..*

(Yes, Miss)

R: *Gimana tadi belajarnya? Menyenangkan ga?*

(How was the lesson? Were they enjoyable?)

S: *Iya, menyenangkan.*  
 (Yes, Miss.)  
 R: *Alasannya kenapa?*  
 (What is the reason?)  
 S: *Soalnya ada teks besarnya di papan tulis, jelas gitu lho Mbak.*  
 (Because there was a big text in the whiteboard. It was clear.)  
 R: *O..apakah kamu paham dengan belajar menggunakan teks kayak itu?*  
 (Do you get the point of the materials from those texts?)  
 S: *Iya.*  
 (Yes, I do)

From the interview, it could be seen that she enjoyed the learning writing using many texts because it made her more understand in comprehending the lesson. The same answers were also stated from Dea and Puji. They felt happy and enjoyed in learning using many texts. Those statements can be seen in the interview transcripts below.

#### Interview 19

R: *Hai, nama kamu siapa?*  
 (Hi, what's your name?)  
 S: *Dea*  
 (Dea)  
 R: *Dea lagi ngapain?*  
 (What are you doing, Dea?)  
 S: *Ini lagi nyalin catetan pelajaran barusan Mbak*  
 (I'm copying the note of the material that had been learned)  
 R: *O..ngomong-ngomong gimana tadi pelajarannya?menyenangkan ga? (O..by the way how was the lesson that you learned? Did you enjoy it?)*  
 S: *Iya Mbak menyenangkan*  
 (Yes, I enjoyed it)  
 R: *Trus membingungkan ga?*  
 (Was it confusing for you?)  
 S: *Gak kok Mbak*  
 (No, it was not)  
 R: *Kamu suka kalo belajarnya kayak tadi dengan banyak teks?*  
 (Do you like the learning process like this with many texts provided?)  
 S: *Iya Mbak.soalnya gak ngantukin,hehe*  
 (Yes, I do. I like it because it made me not feel sleepy, hehe)

## Interview 20

R: *Hai, nama kamu siapa?*  
(Hi what's your name?)  
S: *Puji*  
(Puji)  
R: *Boleh nanya-nanya ga?*  
(May I ask you?)  
S: *Boleh dong Mbak*  
(Of course)  
R: *Ngomong-ngomong gimana tadi belajarnya? menyenangkan atau membosankan menurutmu?*  
(By the way what do you think about this lesson? Enjoyable or boring?)  
S: *Menyenangkan*  
(Enjoyable)  
R: *Kenapa bisa menyenangkan?*  
(Why?)  
S: *Soalnya pake contoh Mbak trus contohnya juga banyak jadi aku ga bingung*  
(Because there were many examples, so I was not confused)  
R: *O gitu...suka ga pembelajaran yang kayak gini?*  
(I see..do you like this kind of learning?)  
S: *Suka Mbak. Mending kayak gini dari pada yang ngajar Bu Jar*  
(Yes, I do. I think it is better than Bu Jar's way in teaching)

From the English teachers' statement, the researcher also got another fact. She said that by applying the Text-Based Instruction, the teaching-learning process was more structured and the students understood the material more. She said that the students more focus in learning and their writing ability were more well-trained. It is shown in the transcript below.

## Interview 21 (English teacher)

R : *Bagaimana dengan pengaplikasian dari The Text-Based Instruction tadi bu?*  
(What do you think about applying Text Based Instruction done, Mam?)  
ET: *Bagus Mbak. Itu lebih terkonsep. Lagian banyak disediakan banyak contoh teks juga dalam pembelajaran jadi siswanya lebih paham inti dari materi yang diajarkan. Sudah bagus, lanjutkan Mbak.*  
(That's really good, Miss. It's more conceptual. Moreover, there are lots of texts's examples. In the last teaching and learning, the students can understand more about the core of the material given. That's good, continue it.)  
R : *Ok, Bu. Lalu bagaimana dengan siswanya menurut Ibu?*

(Ok, Mam. How do you think about the students, Mam?)  
 ET: *Siswanya juga jadi lebih fokus Mbak dengan adanya banyak contoh teks di depan.*  
 (With lots of examples in front of the class, the students became more focus.)  
 R : *Lalu untuk tasknya Bu? Gimana menurut Ibu?*  
 (How about the task? What do you think, Mam?)  
 ET: *Task-nya juga sudah bagus Mbak, tasknya banyak jadi siswa lebih terlatih lagi dan pastinya lebih paham dengan materinya.*  
 (The task were good, Miss. There are lots of task, so the students became more familiar and clearer about the materials.)  
 R : *Makasih Bu...*  
 (Thank you, Mam)

#### 4) Providing media of the text in the form of baliho

The researcher provided the media in delivering the material. The media used by the researcher was a baliho made from the paper and it was displayed in the front of the class. In this action, the researcher showed several texts. The texts were written on Samson paper. It was expected that the students could see the text clearly, understand more about the material and focus on the lesson.

In relation to the media provided, several students said that they felt happy, enjoyed, did not get bored and more enthusiastic in joining the lesson because the using of media in the teaching learning process. They became more understand in comprehending the material as well. Those statements can be seen from several interviews' transcripts below.

##### Interview 22

R: *Terus dengan penyampaian materi menggunakan teks besar di depan papan tulis gimana? Jadi tambah jelas atau tambah bingung?*  
 (What did you think of the big texts using in the front?)  
 S: *Tambah jelas Mbak. Asik gak ngebosenin.*  
 (It made me clearer and did not get bored, Miss.)  
 R: *Iya po? Ga ngebosenin gimana maksudnya?*  
 (Did you? What do you mean?)  
 S: *Ya kan itu tadi kan teksnya banyak, dah gitu ganti-ganti juga teksnya jadi gak bosen gitu*  
 (There were lots of texts, besides, the texts were different, so, I was not bored.)  
 R: *Bervariasi gitu ya?*

(Did you mean the texts vary?)  
 S: *He em*  
 (Yes.)  
 R: *Kamu senang dengan model belajar kayak barusan?*  
 (Did you enjoy it?)  
 S: *Iya Mbak.*  
 (Yes, Miss.)

She said that the media provided consist of many texts made her felt not bored and felt happy in following the lesson.

#### Interview 23

R: *Terus dengan penyampaian materi menggunakan teks besar di depan papan tulis gimana? Senang ga?*  
 (Then, what do you think of the material given using the big texts in front of the class?)  
 S: *Seneng Mbak, tambah jelas. beda sama Bu Jar*  
 (I was happy and it made me more clearer. it was different from Bu Jar's teaching)  
 R: *Beda gimana?*  
 (What did you mean?)  
 S: *lha kalo Bu Jar kan gak ada model-model kayak gitunya Mbak. Ngantukin. Bu Jar cuma nerangin trus ngasih tugas aja.*  
 (There were no media like you gave, Miss. She only explained the material then gave us the task)

She felt happy in learning using the model given by the researcher. She said that the model given was different one from their English teacher. When the English teacher gave the material, she only explained it and then gave the task. She did not give some examples like the researcher did. The same feeling was also expressed by the other students named Ana and Dea. They said that the lesson did not make them get bored but it made them felt happy in joining the lesson. It can be seen from the transcript below.

## Interview 24

R: *Hai nama kamu siapa?*  
(Hi, what is your name?)  
S: *Ana*  
(Ana)  
R: *Aku mau tanya nih, gimana tadi pelajaran tentang list nya? Menyenangkan ga?*  
(I want to ask you, how about the lesson today? Did you like it?)  
S: *Iya Mbak menyenangkan*  
(Yes, I did)  
R: *Kamu suka dengan cara pembelajaran yang kayak gitu tadi?*  
(Did you enjoy the learning like this?)  
S: *Iya Mbak aq suka soalnya ga ngebosenin dan soale tu singkat-singkat, simple.*  
(Yes, I did. Because it made me not get bored and the lessons were short, so simple.)

## Interview 25

R: *Tadi menyenangkan ga belajar pake banyak teks gitu?*  
(Did you enjoy the lesson about the list using many texts?)  
S: *Menyenangkan kok Mbak*  
(Yes, I did)  
R: *Trus membingungkan ga?*  
(Was it confusing for you?)  
S: *Gak Mbak, orang banyak teksnya. Semakin banyak teks semakin paham mbak, hehe*  
(No, it wasn't. a lot of texts made me understand better.)  
R: *Bosan ga?*  
(Were you bored?)  
S: *Ga Mbak.*  
(No, Miss)  
R: *Ngantukin ga?*  
(Did you feel sleepy?)  
S: *Ga kok Mbak, malah asik.*  
(No Miss. That's enjoyable.)

The fact was also supported by English teacher's statement. She said that the media used was good. It made the students more focus on the lesson. They seemed very enthusiastic with the process of teaching-learning. In addition, she gave a suggestion that for the next action it would be better if the researcher add several pictures in order to make the students more interested in learning writing. It is shown in the transcript below.

## Interview 26

- R: *Kalau menurut Ibu gimana dengan media yang saya pakai tadi?*  
(What do you think about the media I had used just now, Mam?)
- T: *Udah bagus kok Mbak, siswanya terlihat fokus. Mereka cuma terpaku dan fokus dengan tulisan yang di depan.*  
(It was good, Miss. The students seemed focus in following the lesson. They paid attention to the text in the front.)
- R: *Trus ada yang perlu ditambah atau dikurangi gak Bu?*  
(Is there something to be added in this media, mam?)
- T: *Begitu aja juga dah bagus. Oiya paling buat yang besok media teksnya agak divariasikan dengan gambar ya Mbak biar lebih variatif. Jadi gak cuma tulisan semua. Ya biar gak bosan aja siswanya.*  
(Actually those media were good, but it can be better if you add some pictures inside so that it was more vary and the students not get bored in following the lesson)
- R: *Ok, Bu.. terima kasih atas sarannya ya Bu*  
(Ok, Mam. Thank you for the suggestion.)
- T: *Sama-sama Mbak*  
(You're welcome)

**c. Reflection of Cycle 1**

Having conducted the activities, the researcher evaluated the actions. The research team conducted a discussion to analyze the data from the observation of the teaching and learning process by using field note, interview with the English teacher as a collaborator, and the students' opinions. All opinions and comments from each research member were noted. Based on the actions implemented by the researcher, it was found that the actions done in Cycle 1 were successful and unsuccessful. The results of the reflection can be seen from the result as follows.

**1) Providing Many Tasks for Teaching Writing through Text****a) Giving More Time Portions for Writing Exercises**

Based on the observation during the action and the interview, the action of giving more portions for writing exercises was successful. All students in the classroom were happy and enjoyed the learning process because the researcher

gave additional time for them to finish their work. They also did not get bored in following the lesson. It could be concluded that the additional time for writing exercises could promote the students' writing ability. They were enjoyed because by adding the time, they could finish the task given. By adding more time for doing the exercise, their writing ability also got better.

#### **b) Giving Many Tasks of Vocabulary**

From some interviews above it can be seen that they did not feel bored and forced to follow the lesson. The interview transcripts reflected that they felt happy and enjoyed in doing the tasks related to comprehend the vocabulary in the teaching-learning process. They were helped in answering the questions by checking the dictionary first to find the meaning. So it could be concluded that the action of giving many tasks on vocabulary to enrich students' vocabulary was successful.

#### **c) Giving Many Tasks on the Grammar**

It seemed that some students still met some obstacles in comprehending and using the correct grammar. They said that the tasks, especially individual tasks were still difficult for them because they must arrange the sentence and paragraph using the appropriate grammar. Because the mastery of the grammar was still low, the students' mastery in making the correct paragraph was also low. They also said that the texts provided were not familiar so they felt little bit confused. Based on those situations, it could be concluded that the action of giving many tasks on the use of grammar was unsuccessful. So, the researcher made a change in the next cycle related to the use of grammar.



## **2) Creating a Writing Interactive Activity through the Text in the Form of Individual Work, Pair Work, and Group Work**

Basically, the students enjoyed discussing the task in group or in pair because they worked together and they could share each other. Unfortunately, they did not enjoy it when they were asked to come forward to do the task. During the implementation of the actions in Meeting 1, Meeting 2, and Meeting 3, it seemed that the students' contribution in the classroom still lacked. When the teacher asked them to come forward to present their work, they did not do it. Several of them said that they felt shy to come forward or they were afraid if their answers were incorrect. It can be concluded that the action of creating an interactive activity in the form of individual work, pair work, and group work were unsuccessful. The students were still not active during the lesson. In this case, the researcher made a change in the next cycle related to the involvement of the students.

## **3) Applying the Steps of the Text-Based Instruction**

The implementation of the Text-Based Instruction in teaching writing was successful. Almost all of the students were happy in following the lesson because they learned in different way. By giving many texts in delivering the material, they did not feel bored. It made them more enthusiastic in learning English and also by learning using the texts they understood better in comprehending the material.

#### 4) Providing Media of Text in the Form of Baliho

During the teaching-learning process, the researcher used media to help her in delivering the materials. The media was a baliho and it was shown to the students in front of the class. It was applied on the white board. The use of the media was to make the students more focus and understand better to the topic of the lesson. It was created in a big size with a bold letter so the students could see and read the text clearly. The students felt happy and enjoyed the researchers' explanation by using media of baliho. From the interviews, it can be analyzed that actually the use of media in teaching writing in the class was successful. But to make it more interesting, the researcher added several pictures. It was expected that the students would be more interested in doing the tasks.

#### d. Summary of Cycle 1

Based on the reflection of Cycle 1, there were some actions that were successful and unsuccessful. The table below shows the different between the successful actions and unsuccessful actions.

Table 15: **The Difference between the Successful Actions and Unsuccessful Actions.**

No	The Actions	The Results	The reasons
1	Providing many tasks for teaching writing through text		
	a. Giving more time portions for writing exercises	Successful	The students were happier in doing the task because the time provided longer than before so they could finish their work. Their writing ability became well-trained.
	b. Giving many tasks of	Successful	They enjoyed when they did the

	vocabulary		task of vocabulary because it was the easier task and they could consult the word with their dictionary. By giving this task, the students' vocabularies improved.
	c. Giving many tasks on the use of grammar	Unsuccessful	Almost all the students still faced the difficulties in doing the task related to the use of grammar. They still lack of arranging the paragraph or sentences because they had not really understand in using the correct grammar.
2	Creating a writing interactive activity through the text in the form of individual work, pair work, and group work	Unsuccessful	Most students were active in doing the task of pair work and group work. Otherwise, the other students were still passive in discussion.
3	Applying the steps of the Text-Based Instruction	Successful	By applying this instruction, the process in writing teaching-learning process was more interesting.
4	Providing media of text in the form of baliho	Successful	The students felt happy and enjoy during the lesson because the text with a big size made them understand better in comprehending the material.

### 3. The Report of Cycle 2

Based on the reflection of the actions in Cycle 1, the researcher decided to implement the same technique in Cycle 2 with some changes to make the unsuccessful actions became successful. Cycle 2 were conducted in three meetings, they were on 10<sup>th</sup>, 13<sup>th</sup>, and 16<sup>th</sup> February, 2012.

**a. Planning**

**Table 16. The Problems and the Expectations**

<b>No</b>	<b>The Actions</b>	<b>Plans</b>	<b>Expectations</b>
1	Providing many tasks for teaching writing through text a. Giving many tasks on the use of grammar	Giving more tasks of grammar and giving them the more about tenses in short.	By explaining the tenses and giving more exercises, the students' writing ability would improve.
2	Creating a writing interactive activity through the text in the form of individual work, pair work, and group work	Giving "star" to the students who was active in answering the question and she could answer correctly. The star made from pieces of paper. The students could collect the star as much as they could. Then in the end of the Cycle 2 the researcher would give present to students who got a lot of stars.	It was aimed at increasing students' motivation to be active in the classroom during the teaching-learning process.

By creating the plan in order to run the actions in Cycle 2, it was expected that the unsuccessful actions found in Cycle 1 would be succeed in Cycle 2. The syllabus and the lesson plans used in this cycle were still the same and it referred to the syllabus and the lesson plans in Cycle 1 but there were some changes on it. The complete syllabus and lesson plans can be seen in the Appendix 1.

**b. Action and Observation**

This cycle was carried out three times; 10<sup>th</sup>, 13<sup>th</sup>, and February 16<sup>th</sup>, 2012. The researcher still used the same topic like in Cycle 1 but the action applied was

little bit different because there were some changes. The complete descriptions are provided below.

### **1) Providing Many Tasks for Teaching Writing through Text**

In this activity, the action that was improved was giving many tasks on the use of grammar because the students still met difficulties in understanding the use of grammar in making the correct sentences.

#### **a) Giving Many Exercises on the Grammar**

In this action, the researcher gave more attention on students' grammar. Firstly, she gave them the fastest way to understand the formula of 16 tenses. This formula is named FPC formula. This formula was given to students in order to make them easier in comprehending the tenses and it could help them in making the sentences correctly. When the researcher explained the FPC formula on the whiteboard, the students seemed enthusiastic in paying attention to the materials' explanation. There were several students who asked the researcher to repeat the explanation to ensure their understanding of the formula. After the researcher gave the explanation, she gave several examples of the use of the tenses. Besides, the researcher also added some exercises in the form of choosing the correct grammar. The task was provided in a sentence and then the students should circle the correct tenses which were available in the bracket so that the sentences became correct. It was done in order to train the students' comprehension in understanding better about the tenses and the use of it. During the lesson, the students seemed happy and enjoyed in learning the tenses. They did not feel bored. It could be seen from the interview transcripts below.

## Interview 27

R: *Hai, nama kamu siapa?*  
(Hi what's your name?)  
S: *Dyah*  
(Dyah)  
R: *Boleh tanya bentar ga?*  
(May I ask you something?)  
S: *Boleh Mbak.*  
(Yes.)  
R: *Gimana tadi belajarnya? Menyenangkan ga?*  
(How was your study?)  
S: *Lumayan menyenangkan Mbak.*  
(It was quite interesting.)  
R: *Lumayan gimana?*  
(What do you mean?)  
S: *Sedikit lebih mudah yang ini daripada memo yang sebelumnya.*  
(It was rather easier than memo.)  
R: *Kenapa gitu?*  
(Why?)  
S: *Ya lebih simple dan ga banyak kalimatnya Mbak.*  
(I think that it was more simple and didn't have too many sentences on it.)

The other student also felt the same argument with Dyah. She said that by knowing the simple formula of tenses she became easier to understand the tenses.

It could be seen from the interview below.

## Interview 28

R: *Trus kalau latihan grammarnya?*  
(Then, how about the exercises of grammar?)  
S: *Sedikit lebih mudah sih mbak dari yang kemarin, tapi ya mikirnya masih rada lama, soalnya bikin rumus dulu.*  
(it was easier than before, but I still need time for thinking about tenses in order to make the formula)  
R: *Rumus yang mana?*  
(What kind of formula?)  
S: *Itu lho yang mbak jelasin tadi*  
(The formula that you had been explained)  
R: *O..rumus FPC?*  
(FPC formula?)  
S: *Iya*  
(Yes)  
R: *Bingung ga pakai rumus itu?*  
(Did you get confused?)  
S: *Gak begitu kok mbak. Jadi lebih mudah mengingat rumus tenses sekarang.*  
(Not really. I can remember the formula of tenses easier than before.)

It seemed that they were actually understood about the use of tenses although they did not really master it. They also did not face the difficulties in understanding the text. But the researcher was sure that by doing the exercise related to grammar more and more it could make her grammar ability in making the sentences became well-trained.

Another reason was also stated by the student named Wiji. She also said that the lesson was interesting. She felt happy in joining the learning process. She also said that the text given was understandable because there were some pictures inserted between the texts. By adding pictures between the texts, it made her not get bored in reading and understanding the text. The interview transcript is presented below.

#### Interview 29

<p>R: <i>Hai, nama kamu siapa?</i> (Hi, what's your name?)</p> <p>S: <i>Wiji Mbak</i> (Wiji, Miss)</p> <p>R: <i>Boleh tanya bentar ga?</i> (May I ask you?)</p> <p>S: <i>Iya Mbak.</i> (Yes, Miss.)</p> <p>R: <i>Gimana tadi belajarnya? Menyenangkan ga?</i> (How was the lesson?)</p> <p>S: <i>Iya Mbak.</i> (Yes, Miss.)</p> <p>R: <i>Menyenangkan gimana?</i> (What do you mean?)</p> <p>S: <i>Asik aja ada games di pelajaran. Trus teksnya lebih mudah dipahami dan sekarang ada gambarnya juga, jadi lebih jelas</i> (I enjoy the lessons because there was a game. The text was also easier to be understood and there were some pictures, so it made me clearer)</p> <p>R: <i>Jadi kamu paham pelajaran hari ini?</i> (So, it means that you understood the lesson today?)</p>
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Although almost all the students in the class understood the use of the correct grammar, there were several students who were still getting confused in using the correct tenses in making sentences. The fact could be seen from the interview below.

#### Interview 30

- R: *Gimana dengan latihan soal memonya?bisa ngerjain gak tadi?*  
(How about the task on the memo? Could you do that?)
- S: *Bisa sih Mbak tapi ya kadang masih suka bingung*  
(Yes, Miss, but sometimes I am still confused.)
- R: *Bingung apanya?*  
(What made you confused?)
- S: *Bingung grammarnya mbak*  
(I got confused on the grammar, Miss.)
- R: *Kenapa masih bingung, kan dah ada rumus singkatnya..tadi kamu pakai rumus itu ga?*  
(Why were you still confused, I had given you the simplest formula. Did you use that?)
- S: *pakai tapi ya kadang masih bingung aja*  
(Yes, I used it but sometimes I felt confused.)
- R: *Yaudah sering-sering latihan aja ya biar jadi bisa,hehe*  
(That's okay, do some tasks frequently. The more you do it, the more you can improve it.)
- S: *Iya Mbak*  
(Yes, Miss.)

From the interview above, it could be concluded that actually the student still met the difficulties in understanding the tenses and the formula. She should be more frequent in doing the exercise related to grammar so that the student could comprehend more in grammar and could make the sentences using the correct tenses. In the other hand, their writing product was better than before.



## Interview 31 (English teacher)

- R: *Ibu..gimana sekarang dengan teks yang disediakan di Cycle 2?*  
(Mam, what do you think about the text provided in Cycle 2?)
- T: *Udah lebih baik dari yang sebelumnya kok Mbak Ayu. Sudah lebih menarik.*  
(They were better than before, Miss. They were more interesting.)
- R: *Lalu gimana dengan contentnya Bu?*  
(How about the content, Mam?)
- T: *Content yang mana?*  
(Which content?)
- R: *Maksud saya materi bacaannya yang dijadikan contoh Bu, apakah sudah lebih baik, soalnya saya milih materi yang sekarang lebih ke yang familiar dengan siswa*  
(I mean, the examples of the texts Mam, were they better? I chose the materials which were more familiar with the students).
- T: *O iya..bagus Mbak.. Siswanya terlihat lebih interest sekarang, soalnya kan teksnya mereka gak asing, jd mereka lebih paham dengan materinya. Tadi yang rumus singkat tenses juga sangat membantu sekali lho. Siswanya semangat tadi pas Mbak Ayu jelasin rumusnya.*  
(I think, it was good. The students become more interested. It is because they were familiar with the text, so they could grasp the material more. They were helped by the use simple formula of the tenses as well. The students were enthusiastic when you explained the formula.)
- R: *Oh..iya ya Bu,hehe.. terima kasih Bu atas waktunya..*  
(Okay, thank you Mam.)
- T: *Iya Mbak, sama-sama. Sukses ya Mbak..*  
(You're welcome. Good luck, Miss.)

In this action, the researcher gave more explanation not only in grammar but also in the materials' variation. The texts variation provided made students interested to follow the lesson because the topic discussion was closely related to the students' environment and there were some pictures inserted between each text. It aimed to make the students easier in understanding the materials. Based on the interview with the English teacher, it could be stated that providing texts with pictures and giving more explanation of the tenses formula and the use of tenses complete with the examples made the students more enthusiastic and understood better in learning English especially for grammar comprehension. Giving the simple tenses formula to students could help them to understand more easily and

to make the sentences correctly. They felt happy and enjoyed in following the lesson.

**b) Creating a Writing Interactive Activity through the Text in the Form of Individual Work, Pair Work, and Group Work**

In Cycle 1, it seemed that the students' contribution in classroom still lacked. Several students looked passive in the classroom. By this situation, the researcher used a different way in teaching writing in classroom. She created a competition games. In this game, she provided "stars" and it would be given students who could answer the questions given correctly. Everyone could collect it as much as they could. In the end of the cycle she gave a present to the students who got a lot of stars. It was aimed to make the students not get bored and also became active in the class during the teaching-learning process. The result was amazing. The students became active in the classroom.

**Interview 32**

<p>R: <i>Oya gimana tadi dengan adanya games, menyenangkan atau membosankan?</i> (What about the games? Do you like it?)</p> <p>S: <i>Menyenangkan dong.</i> (Yes, it was enjoyable Miss.)</p> <p>R: <i>Alasannya?</i> (Why?)</p> <p>S: <i>Ya lebih jadi semangat belajar Mbak kalau pakai games. Lebih mudeng ngapalin vocabnya.</i> (I feel more passion to study if using games. I can understand more and remember the words more.)</p> <p>R: <i>Trus apa lagi?</i> (What else?)</p> <p>S: <i>Beda Mbak sama pelajarannya Bu Jar. Enakan ini.</i> (It was different with the lesson given by Mrs. Jar. This was more enjoyable.)</p> <p>R: <i>Oh ya?</i> (Really?)</p> <p>S: <i>Iya Mbak.</i> (Yes, Miss.)</p>
--

It could be seen that she enjoyed the lesson. By inserting the games between the lessons, it made her more easily in understanding the material. The same opinion also came from the other student. The interview transcript is presented below.

### Interview 33

<p>R: <i>Kan tadi ada games ya, menyenangkan ga?</i> (I gave you games, was it enjoyable?)</p> <p>S: <i>Menyenangkan Mbak</i> (Yes, it was.)</p> <p>R: <i>Apa alasannya kalo menyenangkan?</i> (Why?)</p> <p>S: <i>Ya kan kalo ada games kita belajarnya jd gak spaneng Mbak, gak stress gitu.</i> (By using the games, we enjoyed to study and didn't feel frustrated.)</p> <p>R: <i>Tapi kamu jadi paham gak materinya? Tar jangan-jangan kamu lupa inti dari materi yang diajarkan?hehe</i> (Do you understand the lesson? Did you remember about the material?)</p> <p>S: <i>Paham kok Mbak. Justru dengan kayak gini ini Mbak menurutku jadi enak belajar bahasa inggrisnya, gak spaneng</i> (Yes, I do. I can comprehend the lesson, Miss. I think, by the use of this game, it makes English becomes a relaxing lesson for me.)</p>
--

She said that she did not feel bored during the lesson. It was because in class activity there was not only about delivering material and listening the teachers' explanation but also having game between the lessons. It means that the games during the lesson did not bother her in understanding the material; even she is motivated because of it. Another student also had the same idea with her. She felt enjoy and did not get bored in joining the lesson because there was a game during the lesson. She also said that she was not getting confused when she asked to do the exercises because the questions were easy to be answered. The transcript can be seen below.

## Interview 34

- R: *Menyenangkan gak tadi ada games seperti itu?*  
(Did you like the game?)
- S: *Menyenangkan mbak, bikin pelajarannya jadi gak ngebosenin, gak cuma materi mulu*  
(Yes, I did. The games made the lesson interesting. It was not just giving material all the time.)
- R: *Dengan adanya games kamu termotivasi gak belajarnya?*  
(Could it motivate you to study?)
- S: *Iya Mbak*  
(Yes, Miss)
- R: *Paham juga gak materi yang diajarkan? Jangan-jangan cuma termotivasi dapet hadiah neh,hehe*  
(Do you understand the lesson? Are you motivated because of the prize?)
- S: *Paham kok Mbak*  
(I understand the lesson, Miss)

After interviewing some students, the researcher also interviewed the English teacher. She asked her about the effectiveness of the use of games during the lesson and its impact for the students. The interview transcript is presented below.

## Interview 35 (English Teacher)

- R: *Bu, gimana dengan star gamesnya tadi?*  
(How about the star games, Mam?)
- T: *Bagus Mbak. Siswanya jadi aktif dengan adanya games tadi. Yang jadinya ngantuk mungkin jadi gak ngantuk*  
(Quite good, Miss. The students became more active. There were no sleepy students in the class.)
- R: *Oh iya ya Bu..*  
(That was right, Mam.)
- T: *Tadi saya amati banyak siswa yang rebutan spidol buat ngerjakan soal di depan.*  
(In my observation, the students were competed to get the marker to do the task in the blackboard.)
- R: *Betul Bu, yang tadinya hanya sedikit sekali yang mau maju ke depan sekarang jd banyak banget sampai spidolnya dan soalnya pun kurang. Tadi siswanya juga malah minta nambah soal supaya mereka dapat banyak bintang.*  
(Yes, Mam, there were some improvement. Most the students were motivated to go forward to do the task. Moreover, I had run out the marker and the questions. Instead, the students asked me to add the questions more to get more stars.)

Based on the transcript above, it could be concluded that actually having games during the lesson could make them more motivated to be active in the classroom. This situation was very different with the situation in the previous cycle. The students were active when they were asked to answer the question without command from the researcher. They would come and answer the questions by their own desires. By using the games, the students did not feel bored during the lesson.

### **c. Reflection of Cycle 2**

Having conducted the actions in Cycle 2, the researcher evaluated the actions. The research team conducted a discussion to analyze the data from the observation of the teaching and learning process by using field note, interview with the English teacher as a collaborator, and the students' opinions. All opinions and comments from each research member were noted. Based on the actions implemented by the researcher, it was found that the actions done in Cycle 2 were successful. The results of the reflection could be seen from the result as follows.

#### **1) Providing Many Tasks for Teaching Writing through Text**

##### **a) Giving Many Tasks on the Use of Grammar**

Giving more tasks of grammar so that the students' ability on writing became more well-trained. The students also helped to understand the tenses easier by the FPC formula. Besides, they were more excited in doing the tasks because the tasks provided more varieties and more familiar with them. They felt enjoy in doing the tasks. In fact, their writing ability was improved although it was not significant enough. In addition, inserting pictures in the material could

attract their attention. There was an improvement of students' understanding in comprehending the material. It seemed that they were more enthusiastic with the texts than the action before. From this result, it could be concluded that the implementation of the action was successful.

**b) Creating a Writing Interactive Activity through the Text in the Form of Individual Work, Pair Work, and Group Work**

To make the students active in the classroom, the researcher created a competition game. The teacher provided the "stars". It would be given to the students who dared to answer the question and their answer was true. The students collected the stars as many as possible. For the students who got the greatest number of star, she would be the winner and would get the present in the end of Cycle 2. This game was implemented in a class during teaching-learning process and finally this way was effective to make the students became active in the classroom. It motivated the students to be brave to come forward and answered the question. This activity made the students felt happy and enjoy during the lesson. So it could be concluded that the action was successful.

**d. Summary of Cycle 2**

After implementing the actions in Cycle 2, the researcher got some result from the student's interview, English Teachers' interview, and field notes during the teaching-learning process. The data found is presented below.

Table 17: **The Result of the Actions in Cycle 2**

No	The Actions	S/US	The reasons
1	Providing many tasks for teaching writing through text a. Giving many tasks on the use of grammar	Successful	The students' writing ability was improved. Giving FPC formula also helped the students—to understand the tenses easier. In addition, adding more tasks also made the students well-trained in writing ability. Besides, the provided texts which were closely related to students' daily life also gave impact to the students' understanding in comprehending the material. They were not getting bored because the texts were familiar with them.
2	Creating a writing interactive activity through the text in the form of individual work, pair work, and group work	Successful	By creating a game during the lesson, the students became active in the classroom. Their involvement in learning writing was improved.

After the action in Cycle 2 was done, the researcher gave the students a post test. The question items in this test were the same with the question items in pre-test. This test was done in order to know the significant of the students' improvement in writing especially after giving the action by using the Text-Based Instruction. The action was given to students in the end of cycle 2. It was because the time for having research was limited. Besides, the student' writing improvement have not been seen yet in the Cycle 1.

## **B. Discussion**

After the Cycle 1 and Cycle 2 were done, it was proven that the implementation of the Text-Based Instruction in teaching writing at the classroom was successful to improve the students' writing ability. There were successful and unsuccessful actions in several actions in Cycle 1. The successful actions were still used in the next cycle, but the several actions that have not been successful in Cycle 1 were modified in order to be applied in Cycle 2. For the complete explanation is presented below.

The first is the action of giving more time portions for writing exercises. This action was successful when applied in Cycle 1 and Cycle 2. Giving more time portions for writing exercise gave the impact for students in finishing their writing exercise. Before the action was implemented, their time for doing the exercise especially for writing was less, so that they could not finish their work well. After implemented the action, they could finish their work better than before. At least, they had longer time for thinking to create the sentences so that their writing became well than before. Although the fact was there were not all of the students could finish it well. There were still several students who were not finished their work. But this action could be categorized as a successful action because almost all the students did. It was proven that the implementation of the Text-Based Instruction in action of giving more time portions for writing exercise were made the students' ability in writing improved.

The second is action of giving many tasks of vocabulary. During the implementation of the action using the Text-Based Instruction, it was shown that



it was successful in Cycle 1 and Cycle 2. It could improve the students' ability in writing because the vocabulary could help them in creating the sentences. Besides, their vocabulary mastery also improved because they knew the new vocabularies that they had never known before. Doing several exercises related to the vocabulary were made them well-trained in making the sentences using the proper words. It was proven that the implementation of the Text-Based Instruction in action of giving many tasks on vocabulary could improve the students' writing ability.

The third is action of giving many tasks on the use of grammar. This action was unsuccessful in Cycle 1. The problem was the students still had the problem in understanding the use of the tenses correctly. They still felt difficult in doing the task related to grammar. Based on the interview result from several students there, they said that they were still confused in deciding the correct tenses in order to make the correct sentences. Because of this problem, then the researcher decided to make a modification in delivering the material related to the tenses in Cycle 2. She introduced a simplest formula to make them easier in understanding the tenses. The formula is called FPC formula. When the researcher explained it in the front of class, the students were enthusiasm and paid attention to the researchers' explanation. She drilled the students by giving them some examples and exercises so that they were understand better in grammar. From this action, the students understanding in grammar were improved. It was seen from their writing tasks improvement before and after giving the simplest formula. The delivering of the simplest formula was easier to be understood than the common

formula. The implementation of the Text-Based Instruction in the action of giving many tasks of grammar was proven to improve the students' writing ability.

The fourth is action of creating an interactive activity through the text in the form of individual work, group work, and pair work. This action was unsuccessful in Cycle 1. It was because the activity in this cycle was not really interesting for the students. Besides, the students' participation in the classroom were less. Several of them did not pay attention to the activity during the teaching learning process. When they were asked to do the task in group to discuss, there were groups that only talked to each other, they did not discuss about the task. There were also the students who kept silent and looked not interested in this activity. Besides, the other students were looked paid attention to the teachers command. They were discussed the answer with their friends in group. Based on that situation, the researcher made a modification in order to make the activity in the classroom became attractive and the students were more active. She decided to use game during the teaching learning process. The game was competition game. They should answer the question gave then if their answer was true they would give a star. The winner was the students who got the star as many. The students were looked enthusiasm to answer and to collect the star. The situation in the classroom was more lively than before. The students were active during the learning process. The students were also more interested in following the lesson and not bored anymore. It was proven that the implementation of the Text-Based Instruction in this activity could improve students' writing skill because they were competed and tried to answer the question related to writing ability correctly to

get the star. The game could be the alternative to improve students' motivation in learning.

The action of applying the steps of the Text-Based Instruction was successful both in Cycle 1 and Cycle 2. The Text-Based Instruction steps were appropriate to be applied in the writing teaching and learning process especially in Office Administration Class Program. It was because this instruction teaches more about the structures and grammatical features in text related to the writing. It was in line with the main goal of the students in Office Administration Class where they learnt more about the writing contexts in their daily use. During the implementation of this instruction, it was seemed that the students were easier to understand the material through the variation of the texts given. They were more focus on the teachers' explanation. They said that the way in delivering the material using the variation of texts was better than the conventional way. The conventional way means the teacher was delivered the material verbally then the students were listened to the material explanation. It made the students were not interested in following the lesson. Besides, the implementation of the Text-Based Instruction in this action gave the students some exercises. The effect made the students' writing ability became more well-trained because they drilled with some tasks. It was proven that the action of applying the steps of the Text-Based Instruction could improve the students' writing ability.

The action of providing the media of text in the form of baliho could help the researcher in delivering the material. Besides, the students were helped in understanding the material easier because they could see the real text that they had

learnt. It was made them easier to understand the material. They did not feel bored. They were more focused during the lesson. This action was successful in Cycle 1 and Cycle 2. Because of the media provided, they were easier to do the exercises given and made their writing product better than before. It was proven that the implementation of the Text-Based Instruction in this activity could improve the students' writing ability.

From the descriptions above, it could be concluded that in teaching writing through Text-Based Instruction obtained some improvements related to the students' writing ability. The complete description is presented below.

### **1. The Improvement Related to Students Comprehension of Material**

The result found was the improvement related to the students' comprehension in understanding the material. By providing several texts in the form of baliho during the teaching-learning process, the students were helped in doing the task. Besides, they were also helped to comprehend the material easily because they could see the real kind of text, the organization of the text, the content, the grammar used, the vocabulary used, and so forth. This situation was different with the action before applying the Text-Based Instruction. At first, the English teacher only gave them a theme and she asked them to make a paragraph without any explanation or giving the real of the text example. So, it made them feel difficult in doing the task.

## **2. The Improvement Related to Students' Understanding on Grammar**

The result found that the students' grammar was improved after implementing the action. It was because there were several tasks provided in relation to the grammar and its used. Their skill in doing the task on the grammar became well-trained because they drilled with several exercises, so they will be accustomed with those exercises. In addition, the additional time special for writing gave an impact on their writing ability. By giving more time portions, their time for doing the task longer than before, so they could finish their work on time.

## **3. The Improvement Related to Students' Vocabulary Mastery**

The use of the Text-Based Instruction in this action also took a role in improving students' vocabulary mastery. It was because there were several texts provided with different types and topic discussion. There were many new words or vocabularies in each text given, so it allowed them to enrich their vocabularies mastery. The researcher provided several vocabulary tasks. It aimed to enrich students' vocabulary.

## **4. The Improvement Related to The Students' Involvement in the Classroom Activity**

The implementation of the Text-Based Instruction in this research also had impact to the improvement of the students' involvement in the classroom during the teaching-learning process. By showing them a lot of texts' example, they understood better about the text and writing concept so that they could produce

the good writing product. The action of asking them to do the task in group work or pair works during the lesson were also effective to make them active in the discussion and make them more well-trained in writing. Inserting a game inside the lesson also made the students active in the class and also the process of teaching and learning writing became more interesting, enjoyable and lively active.

### **C. General Findings**

The actions were implemented in two cycles. Based on the reflections in each cycle, there were some points which could be concluded as follows.

First, the implementation of the Text-Based Instruction in Cycle 1 and Cycle 2 were successful to improve the quality of the teaching of writing ability. The fact of the improvement also could be seen from the comparison score of pretest and posttest. Based on the scores calculation, which were calculated by using Jacob's writing rubric, it was found that the highest score of the pre-test was 73, the lowest score was 53.5, and the mean ( $\Sigma$ ) was 61.5.

Meanwhile, the fact of the students' writing improvement was also supported by the post-test score. It was done after the action in Cycle 2 finished. The researcher gave the same question like pre-test question. From the test, it was found that the scores in post-test were improved. The highest score was 91 and the lowest score was 62. The mean score ( $\Sigma$ ) was 80. The range score of pretest and posttest was 18.1. The complete score could be seen in Appendix 7. The brief comparison between pretest and posttest score is presented in the table below.

Table 18: **The Comparison Scores between Pre-Test and Post-Test**

<b>Categorize</b>	<b>Pre-test</b>	<b>Post-test</b>
<b>High</b>	73	91
<b>Low</b>	53.5	62
<b>Mean (<math>\Sigma</math>)</b>	$\Sigma = \frac{2166.5}{35} = 61.9$	$\Sigma = \frac{2800}{35} = 80$
<b>Standard Deviation</b>	5.31104	7.24163

Second, the action of providing many tasks for teaching writing through text including giving more time portions for writing exercises, giving many tasks of vocabulary, and giving many tasks on the use of grammar could make the students' writing ability became well-trained.

Third, the action of creating writing interactive activity through the text in the form of individual work, pair work, and group work also made the learning of writing became lively active and interesting so that the students did not get bored.

Fourth, the action of applying the steps of the Text-Based Instruction in teaching writing could help the students comprehend the material and its content easily. The technique could support the students' involvement in the classroom to improve the students' writing ability. Because the tasks were done together, they were helped in understanding the material and their writing ability.

Fifth, the action of providing media of text in the form of baliho in the teaching-learning process could help the students to comprehend the material and its content easily. It could make them enjoyed in joining the lesson. By giving the

real example of the text in the form of baliho, they were helped in understanding the materials.

Briefly, the following statements were the comparison description of students' improvement before and after the implementation of the actions. The table is presented as follows.

**Table 19: The Description of the Improvement**

<b>No.</b>	<b>Before actions were implemented</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
1	There were fewer portions in providing writing exercises	There were many tasks provided	There were more tasks provided
2	The students had limited vocabulary	Students vocabulary were improved	Students' vocabulary were more improved than before
3	The students had difficulties in writing sentences using the correct grammar	The students still found the difficulties in grammar and making the sentences	The students got better in understanding grammar and making the sentences
4	The students were bored during the teaching-learning process	Some students were still not enthusiastic in following the lesson but some of them were enjoyed.	The students did not get bored and they more enjoyed the lesson after providing the game during the lesson and giving the texts which more familiar with their daily life.
5	The students showed low participation (not active) in a class during the teaching-learning process	The students were still not active in the classroom during the teaching-learning process	The students were getting active in the classroom during the teaching-learning process after giving the game during the lesson.
6	The teacher applied a monotonous technique in teaching writing	The teacher used the Text-Based Instruction in teaching writing and it was successful	The teacher still used the same method in teaching writing.



7	The teacher lacked the media in the teaching-learning process of writing.	The teacher provided the media in the form of baliho in front of the classroom. The students were helped in understanding the material.	The teacher still provided the same media in the teaching and learning
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## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This research was conducted to know how the implementation of the Text-Based Instruction improved the students' writing ability in XI-2 Office Administration Class at SMK Negeri 1 Godean in the academic year of 2011/2012. Based on the research findings, it was found that the implementation of The Text-Based Instruction improved the students' writing ability in XI-2 Office Administration Class at SMK Negeri 1 Godean in the academic year of 2011/2012.

#### **A. Conclusions**

After implementing some actions in cycle 1 and 2, it proved that the students' writing ability improved. The actions conducted on the research were (1) providing many tasks for teaching writing through text. In this action there were three sub actions, they are giving more time portions for writing exercises, giving many tasks of vocabulary, and giving many tasks on the use of grammar; (2) creating a writing interactive activity through the text in the form of individual work, pair work, and group work; (3) applying the steps of the Text-Based Instruction; and (4) providing media of text in the form of baliho.

There were some writing aspects which improved after the implementation of the Text-Based Instruction. They are grammar, vocabulary, content, mechanics, and organization. The researcher also found that the Text-Based Instruction improved the students' involvement in the classroom. The improvements found are presented below.

### **1. The Improvement Related to Students' Comprehension**

By providing several texts in the form of baliho during the teaching-learning process, the students were helped in doing the tasks. Besides, they were helped to understand the material easily because they could see the real kind of text, the organization of the text, the content, the grammar used, the vocabulary used, and so forth.

### **2. The Improvement Related to Students' Understanding on Grammar**

By providing some tasks on the use of grammar, the students' understanding on grammar was improved. Their skill in doing the task on the grammar became well-trained because they drilled with several exercises. It made the students to be accustomed with those exercises.

### **3. The Improvement Related to Students' Vocabulary Mastery**

The using of some texts during the teaching-learning process were effective to improve the students' vocabulary mastery. It was because there were several texts provided with different types and topic discussion. There were many new words or vocabularies in each text given, so it allowed them to enrich their vocabularies mastery.

### **4. The Improvement Related to The Students' Involvement in the Classroom Activity**

The implementation of the Text-Based Instruction in this research had impacted the students' involvement in the classroom during the teaching-learning process. The action of asking them to do the task in group work or pair works during the lesson were also effective to make them active in the discussion and make them more well-trained in writing. Inserting a game inside the lesson made

the students active in the class. The process of teaching and learning writing became more interesting, enjoyable and lively active.

## **B. Implications**

From this research, it can be implied that giving some actions in order to solve the students' writing problems can improve the students' writing ability. The implications are described below.

### **1. The Improvement Related to Students' Comprehension**

The use of the Text-Based Instruction in teaching writing skill was effective to improve students' comprehension of the material. Giving and showing several texts during the teaching and learning writing process could attract them to focus at the material given. They could see the real texts clearly.

### **2. The Improvement Related to Students' Understanding on Grammar**

The use of the Text-Based Instruction in teaching writing skill was effective to improve students' understanding on grammar. Giving several texts with different title and content could help them to learn several kinds of the grammar. Besides, giving and drilling them with several tasks on the use of grammar also could help them comprehend more in making sentences with the correct grammar.

### **3. The Improvement Related to Students' Vocabulary Mastery**

The use of the Text-Based Instruction in teaching writing skill was effective to improve students' vocabulary mastery. Giving several texts with different title and content could help them to enrich their vocabulary because the

students could find some new word from each text given. Asking them to do the vocabulary exercises also could improve their vocabulary mastery.

#### **4. The Improvement Related to the Students' Involvement in the Classroom Activity**

The use of the Text-Based Instruction in teaching writing skill was effective to improve the students' involvement in the classroom activity. By giving them several texts, the tasks, and the activities in the form of pair work, group work, and individual work, it could help them to active in the classroom. Adding a game during the lesson also could help more attractive and enjoyed in following the lesson. It also made the activity in the classroom became lively active.

Finally, this technique of The Text-Based Instruction could be implemented not only in this class research, but also in any level of the class in Vocational Schools. It was the appropriate technique to teach writing English because this technique was easier to be understood by the students and also made them more interested in following the lesson.

#### **C. Suggestions**

Based on the conclusions and implications above, some suggestions would then be directed toward the English teacher, other English teacher, and other researchers.

##### **1. To the English teacher**

The English teacher needs to continue the use of the Text-Based Instruction in writing class because it could improve the students' writing skill. She also needs to use interesting media such as *baliho* to make the teaching and

learning process more interesting and it could help the students comprehend the material easily.

2. To other English teachers

The Text-Based Instruction can be applied not only in the English lesson of XI-2 Office Administration Class (Elementary level) but also in any level at Vocational School such as in Novice and Intermediate level. It was the best technique in order to scaffold the students' ability especially in writing activity.

3. To other researchers

The researchers who will conduct similar researches should have better preparation before conducting the research and try to find another fun way in implementing the Text-Based Instruction. Moreover, they must have much knowledge related to their research study.

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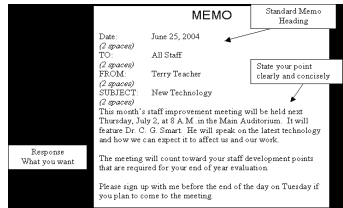
**A. APPENDIX 1**

**COURSE GRIDS & LESSON PLANS**

# A course grid of “Improving the Teaching of Writing Through the Text-Based Instruction at Grade XI-2 Grade of Office Administration Class”

## (CYCLE 1)

Standard of Competence: 2. being able to communicate in English on the Elementary Level

Basic Competency	Learning Objective	Indicators	Learning Materials	Text-Based Learning Activities (Written Cycle)
2.7. Making short messages, directories, and lists using the appropriate vocabulary, spelling, and punctuation.	❖ Writing <ul style="list-style-type: none"> <li>Students are able to write a memorandum.</li> </ul>	<ul style="list-style-type: none"> <li>Students list the parts of memorandum correctly</li> <li>Students recognize the parts of memorandum and its function correctly.</li> <li>Students list the vocabulary used in memorandum correctly.</li> <li>Students recognize the grammar used in a memorandum correctly.</li> <li>Students re-arrange the jumbled sentences of memorandum correctly.</li> <li>Students choose the correct grammar in the text of memorandum correctly.</li> </ul>	1. Text  2. Grammar <ul style="list-style-type: none"> <li>Simple Future Tense               <ul style="list-style-type: none"> <li><b>This month's staff improvement meeting will be held</b> next Thursday, July 2, at 8 A. M. in the Main Auditorium.</li> </ul> </li> <li>Future Tense               <ul style="list-style-type: none"> <li><b>It will feature</b> Dr. C. G. Smart.</li> <li><b>He will speak</b> on the latest technology and how we can</li> </ul> </li> </ul>	<u>STEP 1</u> <ol style="list-style-type: none"> <li><b>Building the Context</b> <ul style="list-style-type: none"> <li>The teacher shows a sample of memo in front of the class by using baliho</li> <li>The teacher asks the students to brainstorm about the memo</li> <li>The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it? Etc.</li> </ul> </li> <li><b>Modeling and Deconstructing the Text</b> <ul style="list-style-type: none"> <li>The teacher shows another example of memo then asks the students to compare and find out the similarity both of</li> </ul> </li> </ol>

		<ul style="list-style-type: none"> <li>Students make a memorandum correctly.</li> </ul>	<p>expect it to affect us and our work.</p> <ul style="list-style-type: none"> <li>- <b>The meeting will count</b> toward your staff development points that are required for your end of year evaluation.</li> <li>• Command</li> <li>- <b>Please sign up</b> with me before the end of the day on Tuesday if you plan to come to meeting.</li> </ul> <p>3. Vocabulary</p> <ul style="list-style-type: none"> <li>• sign up</li> <li>• meeting</li> <li>• staff</li> <li>• improvement</li> <li>• evaluation</li> </ul> <p>4. Generic Structure</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• An addressee</li> <li>• Sender</li> <li>• Date</li> <li>• Subject</li> <li>• Body/ Content of message</li> </ul> <p>5. Punctuation</p> <ul style="list-style-type: none"> <li>• Using capital letter in the first sentence.</li> <li>• Comma (,) A comma is used when there is more than one item mentioned in the sentence.</li> </ul>	<p>those memos.</p> <ul style="list-style-type: none"> <li>The teacher asks the students about the format, the vocabularies, the expressions, the terms, and the punctuations in those memos.</li> <li>The teacher asks the students by repeating questions again and again until the students understand.</li> </ul> <p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>The teacher provides the students a task of matching the words and its meaning in front of the class. They ask to guess the correct meaning first before finding the meaning in the dictionary.</li> <li>The teacher and the students discuss the result together</li> <li>The teacher shows another sample of memo in front of the class (jumbled memo)</li> <li>The teacher asks the students to re-arrange it to be a correct memo</li> <li>The teacher and the students discuss and analyze the result together</li> </ul>
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			<ul style="list-style-type: none"> <li>• Period (.) A period is used at the end of the sentence.</li> <li>• Exclamation mark (!) It is used to write a command.</li> <li>• Colon (:) It is used before mentioning some items or explanations.</li> </ul>	<p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a task of incorrect memo and asks them to make a group of four</li> <li>• Then the result will discuss together between the teacher and the students.</li> </ul> <p><u>STEP 2</u></p> <p><b>1. Building the Context</b></p> <ul style="list-style-type: none"> <li>• Review about the memo and its content</li> <li>• The teacher asks the students about the format, the vocabularies, the terms, the punctuations, and the expressions of the memo</li> </ul> <p><b>2. Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The divides the students into 9 groups @ 4students</li> <li>• She gives the task in the form of choosing the correct grammar in the text.</li> <li>• After finished, the teacher and the students discuss and analyze the result together</li> </ul> <p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the student to make pair group.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Each group gives a card which contain a situation and they have to make a memo based on the situation</li> <li>• The teacher asks the students to discuss it</li> <li>• The teacher asks them to change their work to other students.</li> <li>• The teacher asks each group to correct another groups' work then discuss it together with the teacher.</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make a memo based on the problem situation inside</li> <li>• The students works individually then they have to submit it</li> </ul> <p><b>5. Linking related Texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks them to memorize what they have learnt today.</li> <li>• She asks them to find the</li> </ul>
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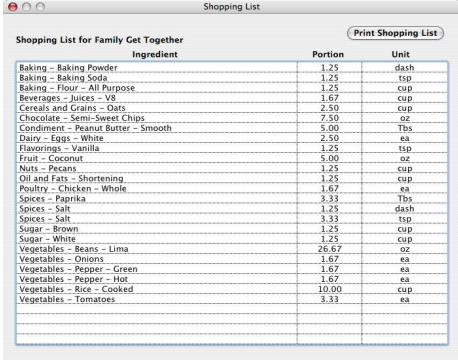
				<p>other texts of memo as the homework. They may search it from many sources.</p> <ul style="list-style-type: none"> <li>The material is used as their learning media at home.</li> </ul>
2.7. Making short messages, instructions, and lists with word choices, spelling, and grammar correctly	<p>❖ Writing</p> <ul style="list-style-type: none"> <li>Students are able to write an instruction how to use a tool.</li> </ul>	<ul style="list-style-type: none"> <li>Students list the sequence of making an instruction correctly</li> <li>Students recognize the function of using an instruction correctly.</li> <li>Students list the vocabulary used in making an instruction correctly.</li> <li>Students recognize the grammar used in making an instruction correctly.</li> <li>Students re-arrange the jumbled sentences of an instruction correctly.</li> <li>Students fill in the incomplete format of an instruction correctly.</li> <li>Students make an instruction correctly.</li> </ul>	<p>1. Text</p> <div data-bbox="1119 573 1495 849" data-label="Image"> </div> <p>2. Grammar</p> <ul style="list-style-type: none"> <li>Present Tense <ul style="list-style-type: none"> <li>First, press the button power in the C.P.U</li> <li>Second, wait a process until desktop visible</li> <li>Finally, we can operate computer</li> </ul> </li> <li>Transitional markers <p>First, ... Second, ... Then, ... Next, ... And the last, .... / Finally, ...</p> </li> </ul>	<p><u>STEP 1</u></p> <p>1. <b>Building the Context</b></p> <ul style="list-style-type: none"> <li>The teacher shows a sample of instruction in front of the class by using baliho</li> <li>The teacher asks the students to brainstorm about the text</li> <li>The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it?</li> </ul> <p>2. <b>Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>The teacher shows another example of instruction then asks the students to compare and find out the similarity both of those instructions.</li> <li>The teacher asks the students about the format, the vocabularies, the expressions, the terms, and the punctuations in those instructions.</li> <li>The teacher asks the students</li> </ul>

			<ul style="list-style-type: none"> <li>- <b>First</b>, press the button power in the C.P.U</li> <li>- <b>Second</b>, wait a process until desktop visible</li> <li>- <b>Finally</b>, we can operate computer</li> <li>• Imperative form <ul style="list-style-type: none"> <li>- Press</li> <li>- Wait</li> </ul> </li> </ul> <p>3. Vocabulary</p> <ul style="list-style-type: none"> <li>• Turn on</li> <li>• Turn off</li> <li>• Press</li> </ul> <p>4. Generic structure</p> <ul style="list-style-type: none"> <li>• Goal/ Aim</li> <li>• Materials / Equipment</li> <li>• Steps/ Methods</li> </ul> <p>5. Punctuation</p> <ul style="list-style-type: none"> <li>• Using capital letter in the first sentence.</li> <li>• Comma (,) A comma is used when there are more than one item mentioned in the sentence.</li> <li>• Period (.) A period is used at the end of the sentence.</li> <li>• Exclamation mark (!) It is used to write a command.</li> </ul>	<p>by repeating questions again and again until the students understand.</p> <p>3. <b>Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher provides the students a task of matching the words and its meaning in front of the class. They ask to guess the correct meaning first before finding the meaning in the dictionary.</li> <li>• The teacher and the students discuss the result together</li> <li>• The teacher shows another sample of instruction in front of the class (jumbled text)</li> <li>• The teacher asks the students to re-arrange it to be a correct instruction</li> <li>• The teacher and the students discuss and analyze the result together</li> </ul> <p>4. <b>Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a task of incorrect text of instruction and asks them to make a group of four</li> <li>• Then the result will discuss together between the teacher and the students.</li> </ul>
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				<p><u>STEP 2</u></p> <ol style="list-style-type: none"> <li><b>Building the Context</b> <ul style="list-style-type: none"> <li>Review about the instruction text and its content</li> <li>The teacher asks the students about the format, the vocabularies, the terms, the punctuations, and the expressions of the instruction</li> </ul> </li> <li><b>Modeling and Deconstructing the Text</b> <ul style="list-style-type: none"> <li>The divides the students into 9 groups @ 4students</li> <li>She gives the task in the form of filling the blank. The students ask to complete it by using the words available in the box.</li> <li>The teacher and the students discuss and analyze the result together</li> </ul> </li> <li><b>Joint Construction of the Text</b> <ul style="list-style-type: none"> <li>The teacher asks the student to make pair group.</li> <li>Each group gives a card which contain a situation and they have to make an instruction based on the situation</li> <li>The teacher asks the students to discuss it</li> </ul> </li> </ol>
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				<ul style="list-style-type: none"> <li>• The teacher asks them to change their work to other students.</li> <li>• The teacher asks each group to correct another groups' work then discuss it together with the teacher.</li> </ul> <p>4. <b>Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make an instruction based on the problem situation inside</li> <li>• The students works individually then they have to submit it</li> </ul> <p>5. <b>Linking related Texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks them to memorize what they have learnt today.</li> <li>• She asks them to find the other texts of instruction as the homework. They may search it from many sources.</li> <li>• The material is used as their learning media at home.</li> </ul>
2.7. Making short	❖ Writing		1. Text	<u>STEP 1</u>

<p>messages, instructions, and lists with word choices, spelling, and grammar correctly</p>	<ul style="list-style-type: none"> <li>Students are able to write a list of things.</li> </ul>	<ul style="list-style-type: none"> <li>Students list the sequence of making a list correctly</li> <li>Students list the function of using a list correctly.</li> <li>Students recognize the vocabulary used in making a list correctly.</li> <li>Students list the grammar used in making a list correctly.</li> <li>Students re-arrange the jumbled sentences of a list correctly.</li> <li>Students fill in the incomplete format of a list correctly.</li> <li>Students make a list correctly.</li> </ul>	<div>  </div> <div> <p>2. Grammar</p> <ul style="list-style-type: none"> <li>Present Tense</li> </ul> <div>S+V1+O</div> </div> <div> <p>3. Vocabulary</p> <ul style="list-style-type: none"> <li>Flour</li> <li>Beverages</li> <li>Cereals</li> <li>Grains</li> <li>Condiments</li> <li>Dairy</li> <li>Poultry</li> <li>Pecans</li> <li>Oats</li> </ul> </div> <div> <p>4. Generic structure</p> <ul style="list-style-type: none"> <li>Ingredients</li> <li>Unit</li> </ul> </div>	<ol style="list-style-type: none"> <li> <b>Building the Context</b> <ul style="list-style-type: none"> <li>The teacher shows a sample of list in front of the class by using baliho</li> <li>The teacher asks the students to brainstorm about the text</li> <li>The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it? Etc.</li> </ul> </li> <li> <b>Modeling and Deconstructing the Text</b> <ul style="list-style-type: none"> <li>The teacher shows another example of list then asks the students to compare and find out the similarity both of those lists.</li> <li>The teacher asks the students about the format, the vocabularies, the terms, and the punctuations in those lists.</li> <li>The teacher asks the students by repeating questions again and again until the students understand.</li> </ul> </li> <li> <b>Joint Construction of the Text</b> <ul style="list-style-type: none"> <li>The teacher provides the students a task of matching</li> </ul> </li> </ol>
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			<ul style="list-style-type: none"> <li>• Portion</li> <li>• Weight</li> <li>• Quantity</li> </ul> <p>5. Punctuation</p> <ul style="list-style-type: none"> <li>• Using capital letter in the first sentence.</li> <li>• Comma (,)</li> <li>• Period (.)</li> <li>• Colon (:)</li> </ul> <p>It is used before mentioning some items or explanations.</p>	<p>the words and its meaning in front of the class. They ask to guess the correct meaning first before finding the meaning in the dictionary.</p> <ul style="list-style-type: none"> <li>• The teacher and the students discuss the result together</li> </ul> <p>4. <b>Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a task of incorrect text of list. She asks them to re-place the word with the correct group word.</li> <li>• Then the result will discuss together between the teacher and the students.</li> </ul> <p><u>STEP 2</u></p> <p>1. <b>Building the Context</b></p> <ul style="list-style-type: none"> <li>• Review about the list text and its content</li> <li>• The teacher asks the students about the format, the vocabularies, the terms, and the punctuations of the list</li> </ul> <p>2. <b>Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The divides the students into 9 groups @ 4students</li> <li>• She gives the task in the form of filling the blank. The</li> </ul>
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				<p>students ask to complete it by using the words available in the box.</p> <ul style="list-style-type: none"> <li>• The teacher and the students discuss and analyze the result together</li> </ul> <p>3. <b>Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the student to make pair group.</li> <li>• Each group gives a card which contain a situation and they have to make a list based on the situation</li> <li>• The teacher asks the students to discuss it</li> <li>• The teacher asks them to change their work to other students.</li> <li>• The teacher asks each group to correct another groups' work then discuss it together with the teacher.</li> </ul> <p>4. <b>Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make a list based on the problem</li> </ul>
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				<p>situation inside</p> <ul style="list-style-type: none"> <li>• The students works individually then they have to submit it.</li> </ul> <p>5. <b>Linking related Texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks them to memorize what they have learnt today.</li> <li>• She asks them to find the other texts of list as the homework. They may search it from many sources.</li> <li>• The material is used as their learning media at home.</li> </ul>
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Yogyakarta, , 2012

Researcher

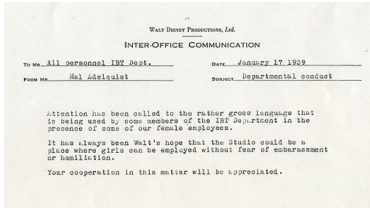
Rahayu Dewi W

06202241070

# A course grid of “Improving the Teaching of Writing Through the Text-Based Instruction at Grade XI-2 Grade of Office Administration Class”

## (CYCLE 2)

Standard of Competence: 2. being able to communicate in English on the Elementary Level

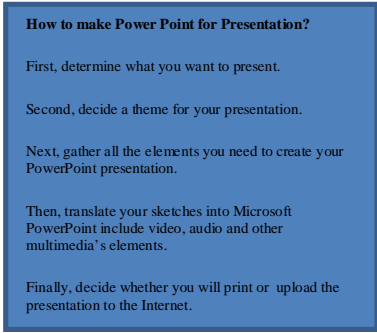
Basic Competency	Learning Objective	Indicators	Learning Materials	Text-Based Learning Activities (Written Cycle)
2.7. Making short messages, directories, and lists using the appropriate vocabulary, spelling, and punctuation.	❖ Writing <ul style="list-style-type: none"> <li>Students are able to write a memorandum.</li> </ul>	<ul style="list-style-type: none"> <li>Students list the parts of memorandum correctly</li> <li>Students recognize the parts of memorandum and its function correctly.</li> <li>Students list the vocabulary used in memorandum correctly.</li> <li>Students recognize the grammar used in a memorandum correctly.</li> <li>Students find the mistake and correct the text of memorandum correctly.</li> <li>Students fill in the blank in the incomplete text of memorandum</li> </ul>	1. Text  <b>Memo</b>  <b>To:</b> John Smith <b>From:</b> Albert Johnson <b>Date:</b> 9/15/2010 <b>Re:</b> Your call from August 28, 2010  <b>Message:</b> Hello John, Thank you for your prompt response to my inquiry. However, my original question still remains. Looking forward to your response. Regards, Albert  	<b>STEP 1</b> <b>1. Building the Context</b> <ul style="list-style-type: none"> <li>The teacher shows a sample of memo in front of the class by using baliho</li> <li>The teacher asks the students to brainstorm about the memo</li> <li>The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it? Etc.</li> </ul> <b>2. Modeling and Deconstructing the Text</b> <ul style="list-style-type: none"> <li>The teacher shows another example of memo then asks the students to compare and find out the similarity both of</li> </ul>

		<p>correctly.</p> <ul style="list-style-type: none"> <li>Students make a memorandum correctly.</li> </ul>	<p>2. Grammar</p> <ul style="list-style-type: none"> <li>Present Continuous Tense <ul style="list-style-type: none"> <li><b>Looking forward</b> to your response.</li> </ul> </li> <li>Perfect Tense <ul style="list-style-type: none"> <li>Attention <b>has been called</b> to the rather gross language.....</li> </ul> </li> <li>Present Continuous Tense <ul style="list-style-type: none"> <li>.....that <b>is being used</b> by some members of the IBT Department.....</li> </ul> </li> </ul> <p>3. Vocabulary</p> <ul style="list-style-type: none"> <li>To ensure</li> <li>Barbeque</li> <li>Firework party</li> <li>Project</li> <li>Integration</li> <li>additional</li> </ul> <p>4. Generic Structure</p> <ul style="list-style-type: none"> <li>Title</li> <li>An addressee</li> <li>Sender</li> <li>Date</li> <li>Subject</li> <li>Body/ Content of message</li> </ul> <p>5. Punctuation</p> <ul style="list-style-type: none"> <li>Using capital letter in the first sentence.</li> <li>Comma (,) <p>A comma is used when there is more than one item mentioned</p> </li> </ul>	<p>those memos.</p> <ul style="list-style-type: none"> <li>The teacher asks the students about the format, the vocabularies, the expressions, the terms, and the punctuations in those memos.</li> <li>The teacher asks the students by repeating questions again and again until the students understand.</li> </ul> <p>3. <b>Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>The teacher provides the students a task of matching the words and its meaning in front of the class. They ask to guess the correct meaning first before finding the meaning in the dictionary.</li> <li>The teacher and the students discuss the result together</li> <li>The teacher shows incorrect memo. The students asks to find the mistakes and they have to correct it</li> <li>The teacher and the students discuss and analyze the result together</li> </ul> <p>4. <b>Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>The teacher gives a task of</li> </ul>
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			<p>in the sentence.</p> <ul style="list-style-type: none"> <li>• Period (.) A period is used at the end of the sentence.</li> <li>• Exclamation mark (!) It is used to write a command.</li> <li>• Colon (:) It is used before mentioning some items or explanations.</li> </ul>	<p>incorrect memo again and asks them to make a group of four. The students asks to find the mistakes and they have to correct it</p> <ul style="list-style-type: none"> <li>• Then the result will discuss together between the teacher and the students.</li> <li>• The teacher gives the task in filling the blank space. The students ask to fill the space with the correct word that available in the box.</li> <li>• The result will be discussed together.</li> </ul> <p><u>STEP 2</u></p> <p>1. <b>Building the Context</b></p> <ul style="list-style-type: none"> <li>• Review about the memo and its content</li> <li>• The teacher asks the students about the format, the vocabularies, the terms, the punctuations, and the expressions of the memo</li> </ul> <p>2. <b>Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The divides the students into 9 groups @ 4students</li> <li>• She gives the task in the form of filling the blank space of</li> </ul>
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				<p>memo. They have to discuss it together with their group.</p> <ul style="list-style-type: none"> <li>• After finished, the teacher and the students discuss and analyze the result together</li> </ul> <p>3. <b>Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the student to make pair group.</li> <li>• Each group gives a card which contain a situation and they have to make a memo based on the situation</li> <li>• The teacher asks the students to discuss it</li> <li>• The teacher asks them to change their work to other students.</li> <li>• The teacher asks each group to correct another groups' work then discuss it together with the teacher.</li> </ul> <p>4. <b>Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make a memo based on the problem situation inside</li> </ul>
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				<ul style="list-style-type: none"> <li>The students works individually then they have to submit it</li> </ul> <p>5. <b>Linking related Texts</b></p> <ul style="list-style-type: none"> <li>The teacher asks them to memorize what they have learnt today.</li> <li>She asks them to find the other texts related to the material of memo that they have learnt at school as the homework. They may search it from many sources.</li> <li>The material is used as their learning media at home.</li> </ul>
2.7. Making short messages, instructions, and lists with word choices, spelling, and grammar correctly	<p>❖ Writing</p> <ul style="list-style-type: none"> <li>Students are able to write an instruction how to use a tool.</li> </ul>	<ul style="list-style-type: none"> <li>Students list the sequence of making an instruction correctly</li> <li>Students recognize the function of using an instruction correctly.</li> <li>Students list the vocabulary used in making an instruction correctly.</li> <li>Students re-arrange the jumbled sentences of an instruction correctly.</li> <li>Students recognize the grammar used in the</li> </ul>	<p>1. Text</p> 	<p><u>STEP 1</u></p> <p>1. <b>Building the Context</b></p> <ul style="list-style-type: none"> <li>The teacher shows a sample of instruction in front of the class by using baliho</li> <li>The teacher asks the students to brainstorm about the text</li> <li>The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it?</li> </ul> <p>2. <b>Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>The teacher shows another example of instruction then</li> </ul>

		<p>text of instruction by choosing the correct tense in instruction text correctly.</p> <ul style="list-style-type: none"> <li>• Students re-arrange the jumbled sentences of an instruction correctly.</li> <li>• Students make an instruction correctly.</li> </ul>	<p>2. Grammar</p> <ul style="list-style-type: none"> <li>• Present Tense <ul style="list-style-type: none"> <li>- First, determine what you want to present.</li> <li>- Second, decide a theme for your presentation.</li> <li>- Next, gather all the elements you need to create your PowerPoint presentation.</li> <li>- Then, translate your sketches into Microsoft PowerPoint include video, audio and other multimedia's elements.</li> <li>- Finally, decide whether you will print or upload the presentation to the Internet.</li> </ul> </li> <li>• Transitional markers First, ... Second, ... Then, ... Next, ... And the last, .... / Finally, ...</li> <li>• Imperative form <ul style="list-style-type: none"> <li>- Press</li> <li>- Fold</li> <li>- Bend</li> <li>- Install</li> </ul> </li> </ul> <p>3. Vocabulary</p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Fax</li> <li>• Document</li> <li>• Password</li> </ul>	<p>asks the students to compare and find out the similarity both of those instructions.</p> <ul style="list-style-type: none"> <li>• The teacher asks the students about the format, the vocabularies, the expressions, the terms, and the punctuations in those instructions.</li> <li>• The teacher asks the students by repeating questions again and again until the students understand.</li> </ul> <p>3. <b>Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher provides the students a task of matching the words and its meaning in front of the class. They ask to guess the correct meaning first before finding the meaning in the dictionary.</li> <li>• The teacher and the students discuss the result together</li> <li>• The teacher shows another sample of instruction in front of the class (jumbled text)</li> <li>• The teacher asks the students to re-arrange it to be a correct instruction</li> <li>• The teacher and the students discuss and analyze the</li> </ul>
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			<p>4. Generic structure</p> <ul style="list-style-type: none"> <li>• Goal/ Aim</li> <li>• Materials / Equipment</li> <li>• Steps/ Methods</li> </ul> <p>5. Punctuation</p> <ul style="list-style-type: none"> <li>• Using capital letter in the first sentence.</li> <li>• Comma (,) A comma is used when there are more than one item mentioned in the sentence.</li> <li>• Period (.) A period is used at the end of the sentence.</li> <li>• Exclamation mark (!) It is used to write a command.</li> </ul>	<p>result together</p> <p>4. <b>Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a task of choosing the correct word in order to make the sentence become right and asks them to make a group of four</li> <li>• Then the result will discuss together between the teacher and the students.</li> </ul> <p><u>STEP 2</u></p> <p>1. <b>Building the Context</b></p> <ul style="list-style-type: none"> <li>• Review about the instruction text and its content</li> <li>• The teacher asks the students about the format, the vocabularies, the terms, the punctuations, and the expressions of the instruction</li> </ul> <p>2. <b>Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The divides the students into 9 groups @ 4students</li> <li>• She gives the task in the form of re-arranging the jumbled instruction. While they are discussing the answer, the teacher shows the picture in the front of the class to help</li> </ul>
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				<p>them easier to do the exercises.</p> <ul style="list-style-type: none"> <li>• The teacher asks the students to write the answer in front of the class. Someone who has correct answer will get star. Then the searcher and the students analyze the result together</li> </ul> <p>3. <b>Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the student to make pair group.</li> <li>• Each group gives a card which contain a situation and they have to make an instruction based on the situation</li> <li>• The teacher asks the students to discuss it</li> <li>• The teacher asks them to change their work to other students.</li> <li>• The teacher asks each group to correct another groups' work then discuss it together with the teacher.</li> </ul> <p>4. <b>Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> </ul>
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				<ul style="list-style-type: none"> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make an instruction based on the problem situation inside</li> <li>• The students works individually then they have to submit it</li> </ul> <p>5. <b>Linking related Texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks them to memorize what they have learnt today.</li> <li>• She asks them to find the other texts related to the material of instruction that they have learnt at school as the homework. They may search it from many sources.</li> <li>• The material is used as their learning media at home.</li> </ul>
2.7. Making short messages, instructions, and lists with word choices, spelling, and grammar correctly	<p>❖ Writing</p> <ul style="list-style-type: none"> <li>• Students are able to write a list of things.</li> </ul>	<ul style="list-style-type: none"> <li>• Students list the sequence of making a list correctly</li> <li>• Students list the function of using a list correctly.</li> <li>• Students recognize the vocabulary used in making a list correctly.</li> <li>• Students find the detail</li> </ul>	1. Text	<p><u>STEP 1</u></p> <p>5. <b>Building the Context</b></p> <ul style="list-style-type: none"> <li>• The teacher shows a sample of list in front of the class by using baliho</li> <li>• The teacher asks the students to brainstorm about the text</li> <li>• The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it?</li> </ul>

		<p>information about text of list by answering the questions correctly.</p> <ul style="list-style-type: none"><li>• Students make a list in pairs correctly.</li><li>• Students make a list individually.</li></ul>	<table><tr><th colspan="4">Departure List</th></tr><tr><th>Seq.</th><th>Description</th><th>Direction</th><th>Time</th></tr><tr><td>1</td><td>ATSF Mogul Passenger Train</td><td>East</td><td>0730</td></tr><tr><td>2</td><td>B&amp;O Mogul Passenger Train</td><td>West</td><td>0740</td></tr><tr><td>3</td><td>C&amp;S Mogul Passenger Train</td><td>West</td><td>0750</td></tr><tr><td>4</td><td>D&amp;RGW Mogul Passenger Train #2</td><td>East</td><td>0800</td></tr><tr><td>5</td><td>D&amp;RGW Mogul Passenger Train #3</td><td>North</td><td>0810</td></tr><tr><td>6</td><td>PRR Mogul Passenger Train G</td><td>East</td><td>0820</td></tr><tr><td>7</td><td>WP&amp;Y Mogul Passenger Train</td><td>West</td><td>0830</td></tr></table> <div><div>2. Vocabulary</div><ul style="list-style-type: none"><li>• Departure</li><li>• Direction</li><li>• Train</li><li>• Rent</li><li>• Luxury</li><li>• Van</li><li>• Arrive</li><li>• Flight</li><li>• Direct</li><li>• Room rates</li></ul><div>3. Punctuation</div><ul style="list-style-type: none"><li>• Using capital letter in the first sentence.</li><li>• Comma (,)</li></ul></div>	Departure List				Seq.	Description	Direction	Time	1	ATSF Mogul Passenger Train	East	0730	2	B&O Mogul Passenger Train	West	0740	3	C&S Mogul Passenger Train	West	0750	4	D&RGW Mogul Passenger Train #2	East	0800	5	D&RGW Mogul Passenger Train #3	North	0810	6	PRR Mogul Passenger Train G	East	0820	7	WP&Y Mogul Passenger Train	West	0830	<p>What is the function of it? Etc.</p> <div>6. Modeling and Deconstructing the Text</div> <ul style="list-style-type: none"><li>• The teacher shows another example of list then asks the students to compare and find out the similarity both of those lists.</li><li>• The teacher asks the students about the format, the vocabularies, the terms, and the punctuations in those lists.</li><li>• The teacher asks the students by repeating questions again and again until the students understand.</li></ul> <div>7. Joint Construction of the Text</div> <ul style="list-style-type: none"><li>• The teacher provides the students a text and shows in the front of the class. They ask to find the detail information in the text by answering the questions.</li><li>• The teacher and the students discuss the result together</li></ul> <div>8. Independent Construction of the Text</div> <ul style="list-style-type: none"><li>• The teacher gives a text of list. She asks them to find the</li></ul>
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			<ul style="list-style-type: none"> <li>• Period (.)</li> <li>• Colon (:)</li> </ul> <p>It is used before mentioning some items or explanations.</p>	<p>detail information about the text correctly. They should discuss it in group of four.</p> <ul style="list-style-type: none"> <li>• Then the final result will discuss together between the teacher and the students.</li> </ul> <p><u>STEP 2</u></p> <p>6. <b>Building the Context</b></p> <ul style="list-style-type: none"> <li>• Review about the list text and its content</li> <li>• The teacher asks the students about the format, the vocabularies, the terms, and the punctuations of the list</li> </ul> <p>7. <b>Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The divides the students into 9 groups @ 4students</li> <li>• She gives the task of finding the detail information from the text by answering the question. After finished they should come forward and write the answer in the board. The students who can answer correctly will get a star.</li> <li>• At last, the teacher and the students discuss and analyze the result together</li> </ul>
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				<p>8. <b>Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• Still in group, the students give a task. They ask to answer the question based on the information found in the text provided.</li> <li>• The result will discuss together.</li> <li>• The teacher asks the student to make pair group.</li> <li>• Each group gives a card which contain a situation and they have to make a list based on the situation</li> <li>• The teacher asks the students to discuss it</li> <li>• The teacher asks them to change their work to other students.</li> <li>• The teacher asks each group to correct another groups' work then discuss it together with the teacher.</li> </ul> <p>9. <b>Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make a</li> </ul>
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				<p>list based on the problem situation inside</p> <ul style="list-style-type: none"> <li>• The students works individually then they have to submit it</li> </ul> <p>10. <b>Linking related Texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks them to memorize what they have learnt today.</li> <li>• She asks them to find the other texts related to the material of list that they have learnt at school as the homework. They may search it from many sources.</li> <li>• The material is as their learning media at home.</li> </ul>
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Yogyakarta, , 2012

Researcher

Rahayu Dewi W

06202241070

## LESSON PLAN

**School's name** : SMK Negeri 1 Godean  
**Subject** : English  
**Class/Semester** : XI/ 2  
**Program** : Office Administration  
**Time allocation** : 2 x 45 minutes  
**Competency** : Writing  
**Meeting** : 1  
**Topic** : Short message (memorandum)

A. Standard of competence

2. Being able to communicate in English on the Elementary Level

B. Basic competency

2.7. Making short messages, directories, and lists using the appropriate vocabulary, spelling, and punctuation.

C. Indicator

- Students list the parts of memorandum correctly
- Students recognize the parts of memorandum and its function correctly.
- Students list the vocabulary used in memorandum correctly.
- Students recognize the grammar used in a memorandum correctly.
- Students re-arrange the jumbled sentences of memorandum correctly.
- Students choose the correct grammar use in the text of memorandum correctly.
- Students make a memorandum correctly.

D. Learning objective

Students are able to write a memorandum.

E. Learning method

- Presentation
- Discussion
- Group work
- Individual work

F. Learning steps

- Meeting 1

Opening activities (pre-teaching)	<ul style="list-style-type: none"><li>• Greeting</li><li>• The teacher asks the students' condition</li><li>• The teacher calls the roll</li><li>• The teacher informs to the students about the lesson for today</li></ul>
Main activities (BKOF)	<p><u>STEP 1</u></p> <p><b>1. Building the Context</b></p> <ul style="list-style-type: none"><li>• The teacher shows a sample of memo in front of the class by using baliho</li><li>• The teacher asks the students to brainstorm about the memo</li><li>• The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it? Etc.</li></ul> <p><b>2. Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"><li>• The teacher shows another example of memo then asks the students to compare and find out the similarity both of those memos.</li><li>• The teacher asks the students about the format, the vocabularies, the expressions,</li></ul>

	<p>the terms, and the punctuations in those memos.</p> <ul style="list-style-type: none"> <li>• The teacher asks the students by repeating questions again and again until the students understand.</li> </ul> <p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher provides the students a task of matching the words and its meaning in front of the class. They ask to guess the correct meaning first before finding the meaning in the dictionary.</li> <li>• The teacher and the students discuss the result together</li> <li>• The teacher shows another sample of memo in front of the class (jumbled memo)</li> <li>• The teacher asks the students to re-arrange it to be a correct memo</li> <li>• The teacher and the students discuss and analyze the result together</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a task of incorrect memo and asks them to do in group.</li> <li>• Then the result will discuss together between the teacher and the students.</li> </ul> <p><u>STEP 2</u></p> <p><b>1. Building the Context</b></p> <ul style="list-style-type: none"> <li>• Review about the memo and its content</li> <li>• The teacher asks the students about the format, the vocabularies, the terms, the punctuations, and the expressions of the</li> </ul>
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	<p>memo</p> <p><b>2. Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The divides the students into 9 groups @ 4students</li> <li>• She gives the task in the form of choosing the correct answer in the bracket.</li> <li>• After they finished, then the teacher and the students discuss and analyze the result together</li> </ul> <p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the student to make pair group.</li> <li>• Each group gives a card which contain a situation and they have to make a memo based on the situation</li> <li>• The teacher asks the students to discuss it</li> <li>• The teacher asks them to change their work to other students.</li> <li>• The teacher asks each group to correct another groups' work then discuss it together with the teacher.</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make a memo based on the problem situation inside</li> <li>• The students works individually then they have to submit it</li> </ul>
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	<p><b>5. Linking related Texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks them to memorize what they have learnt today.</li> <li>• She asks them to find the other texts related to the material of memo that they have learnt at school as the homework. They may search it from many sources.</li> <li>• The material is used as their learning media at home.</li> </ul>
Closing activities (post-teaching)	<ul style="list-style-type: none"> <li>• The teacher asks the student about the difficulties during the lesson</li> <li>• The teacher gives the conclusion about the lesson today</li> <li>• Leave taking</li> </ul>

G. Material

Enclosed

H. Media

Examples of memo (baliho)

I. Sources

- Textbook

Get Along with English for Vocational School Grade XI

- Internet

[www.google.co.id](http://www.google.co.id)

J. Evaluation

Written

English teacher

Researcher

(Sujaryanti, S.Pd.)

(Rahayu Dewi W)



# MATERIAL

## 1. Text 1

April 7, 2003 11:46 AM

TO: Doug Feith  
FROM: Donald Rumsfeld  
SUBJECT: Issues w/Various Countries

We need more coercive diplomacy with respect to Syria and Libya, and we need it fast. If they mess up Iraq, it will delay bringing our troops home.

We also need to solve the Pakistan problem.

And Korea doesn't seem to be going well.

Are you coming up with proposals for me to send around?

Thanks.

## 2. Text 2

MEMO

Date: June 25, 2004  
(2 spaces)

TO: All Staff  
(2 spaces)

FROM: Terry Teacher  
(2 spaces)

SUBJECT: New Technology  
(2 spaces)

Standard Memo Heading

This month's staff improvement meeting will be held next Thursday, July 2, at 8 A.M. in the Main Auditorium. It will feature Dr. C. G. Smart. He will speak on the latest technology and how we can expect it to affect us and our work.

Response  
What you want

State your point clearly and concisely

The meeting will count toward your staff development points that are required for your end of year evaluation.

Please sign up with me before the end of the day on Tuesday if you plan to come to the meeting.

## 3. Text 3

**Matching the word with their meaning correctly!**

A	B
1. Outstanding	a. mengagumkan,
2. Dedication	mengesankan
3. Check	b. diterima, disetujui
4. Sincerely	c. walaupun, meskipun

5. Showcase	d. bagus, baik
6. Exceptional	e. perusahaan
7. Impressive	f. setahun
8. Sealed	g. pertunjukkan, pameran
9. Enthusiasm	h. akhir tahun
10. Modification	i. pengabdian
11. Company	j. dengan sungguh-sungguh, hormat
12. Policy	k. karyawan, pegawai
13. Annual	l. pertemuan
14. Annual leave	m. pengumuman
15. Employee	n. kebijakan
16. Eligible	o. cek, tanda terima
17. Notwithstanding	p. antusias
18. May be carried forward.	q. hebat
19. Meeting	r. memenuhi kriteria, berkompeten
20. Announcement	s. perubahan
	t. diakumulasi, dijumlahkan

#### 4. Text 4

**Re-arrange the jumbled memo to be a correct memo!**

<p>SUBJECT: Customer Presentation</p> <p>TO : GTS Sales Staff</p> <p>FROM : Karen Moore</p> <p>CC : Mr. John Sakazaki</p> <p>DATE : April 18, 2008</p> <p><b>Memorandum</b></p> <p>Thank you for your outstanding work and dedication. Bonus checks will be distributed next week.</p> <p>My sincerely congratulation's to all of you!</p> <p>The JKSL Marketing presentation you prepared last week to showcase our new product line was exceptional!</p> <p>Your enthusiasm, sales strategy, and product knowledge were impressive and certainly sealed the deal with Mr. Lockhart!</p>
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### 5. Text 5

**Find the punctuation errors in the memo and then correct them!**

<b>memo</b>
To : mr. zainal abidin. From : Director Subject: Meeting Date : februari 5. 2010
<p>Please attend the meeting at the sriwijaya hotel on Tuesday. February 7, 2010 at 9 am, on behalf of the director! Looking forward to your report upon the completion of the meeting</p>

### 6. Text 6

**Choose the right answer in the bracket correctly!**

<b>Memo</b> To : Department Heads From: Debora Lynn Date : December 10, 2006 Subject: Annual Bonus Leave for Employees with Outstanding Performance
<p>Starting January 1, we will (introduce/introduces/introduced) the following modification in our company policy with regard to annual leave: every year one employee from each department (will be award/will be awarded/would be awarded) special annual bonus leave for outstanding performance.</p> <p>The eligible employees will have additional five (5) days of annual leave credited on January 15. The bonus will (be account/be accounting/be accounted) for separately and will (remain/remains/remaining) available until used, notwithstanding any other limitation of the total number of days of annual leave that may be carried forward.</p> <p>We (will/would) have a meeting on December 15 at 10: a.m. to discuss the results of the 2006 performance evaluation and approve the final list of employees eligible for the bonus. The announcement to the employees will follow the meeting. If you have any questions or comments, please let me (know/knows/known) before the meeting.</p>

### 7. Text 7

**Make a simple memo based on the situation below in pairs!**

Your boss tells you that there will be a meeting at 10 a.m. in this day, and this is an urgent meeting. Please make a memo to inform all staffs.

**8. Text 8**

**Make a memo based on the situation below individually!**

You are a boss and you are in hurry to go to airport for picking your husband up there. However, you have a meeting with your partners to discuss about a plan to build a new company today. You send a memo for your secretary to inform your partners that the meeting will be canceled for today and it will be held on next day at 11.30 a.m. Please make the memo!

## KEY ANSWER

1. –

2. –

3. Match the word with their meaning correctly!

A	B	Answer
1. Outstanding	a. mengagumkan,	D
2. Dedication	mengesankan	I
3. Check	b. diterima, disetujui	O
4. Sincerely	c. walaupun, meskipun	J
5. Showcase	d. bagus, baik	G
6. Exceptional	e. perusahaan	Q
7. Impressive	f. setahun, tahunan	A
8. Sealed	g. pertunjukkan, pameran	B
9. Enthusiasm	h. akhir tahun	P
10. Modification	i. pengabdian	S
11. Company	j. dengan sungguh-	E
12. Policy	sungguh, hormat	N
13. Annual	k. karyawan, pegawai	F
14. Annual leave	l. pertemuan	H
15. Employee	m. pengumuman	K
16. Eligible	n. kebijakan	R
17. Notwithstanding	o. cek, tanda terima	C
18. May be carried forward.	p. antusias	T
19. Meeting	q. hebat	
20. Announcement	r. memenuhi kriteria,	L
	berkompeten	M
	s. perubahan	
	t. diakumulasi,	
	dijumlahkan	

4. Re-arrange the jumbled memo to be a correct memo!

**Memorandum**

TO: GTS Sales Staff

FROM: Karen Moore

CC: Mr. John Sakazaki

DATE: April 18, 2008

SUBJECT: Customer Presentation

The JSKL Marketing presentation you prepared last week to showcase our new product line was exceptional!

Your enthusiasm, sales strategy, and product knowledge were impressive and certainly sealed the deal with Mr. Lockhart!


Thank you for your outstanding work and dedication. Bonus checks will be distributed next week.

My sincere congratulations to all of you!

**5. Find the punctuation errors in the memo and then correct them!**

<p style="text-align: center;"><b>MEMO</b></p> <p>To : Mr. Zainal Abidin From : Director Subject: Meeting Date : Februari 5<sup>th</sup>, 2010</p> <p>Please attend the meeting at the Sriwijaya Hotel on Tuesday, February 7, 2010 at 9 a.m., on behalf of the director. Looking forward to your report upon the completion of the meeting.</p>
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**6. Choose the right answer in the bracket correctly!**

<p style="text-align: right;"> Craftston Solutions, Inc. 100 N Central, Rowlett, TX 75083 (972) 463 1549</p> <p><b>Memo</b></p> <p>To: Department Heads From: Debora Lynn Date: December 10, 2006 Subject: Annual Bonus Leave for Employees with Outstanding Performane</p> <hr/> <p>Starting January 1, we will introduce the following modification in our company policy with regard to annual leave: every year one employee from each department will be awarded special annual bonus leave for outstanding performance.</p> <p>The eligible employees will have additional five (5) days of annual leave credited on January 15. The bonus leave will be accounted for separately and will remain available until used, notwithstanding any other limitation of the total number of days of annual leave that may be carried forward.</p> <p>We will have a meeting on December 15 at 10:00 a.m. to discuss the results of the 2006 performance evaluation and approve the final list of employees eligible for the bonus. The announcement to the employees will follow the meeting. If you have any questions or comments, please let me know before the meeting.</p>
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**7. Student's worksheet**

**8. Student's worksheet**

## LESSON PLAN

**School's name** : SMK Negeri 1 Godean  
**Subject** : English  
**Class/Semester** : XI/ 2  
**Program** : Office Administration  
**Time allocation** : 2 x 45 minutes  
**Competency** : Writing  
**Meeting** : 2  
**Topic** : Instruction/ directories

A. Standard of competence

2. Being able to communicate in English on the Elementary Level

B. Basic competency

2.7. Making short messages, directories/instruction, and lists using the appropriate vocabulary, spelling, and punctuation.

C. Indicator

- Students list the sequence of making an instruction correctly
- Students recognize the function of using an instruction correctly.
- Students list the vocabulary used in making an instruction correctly.
- Students recognize the grammar used in making an instruction correctly.
- Students re-arrange the jumbled sentences of an instruction correctly.
- Students fill in the incomplete format of an instruction correctly.
- Students make an instruction correctly.

D. Learning objective

Students are able to write an instruction how to use a tool.

E. Learning method

- Presentation
- Discussion
- Group work
- Individual work

F. Learning steps

- Meeting 1

Opening activities (pre-teaching)	<ul style="list-style-type: none"><li>• Greeting</li><li>• The teacher asks the students' condition</li><li>• The teacher calls the roll</li><li>• The teacher informs to the students about the lesson for today</li></ul>
Main activities (BKOF)	<p><u>STEP 1</u></p> <p>1. <b>Building the Context</b></p> <ul style="list-style-type: none"><li>• The teacher shows a sample of instruction in front of the class by using baliho</li><li>• The teacher asks the students to brainstorm about the text</li><li>• The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it? Etc.</li></ul> <p>2. <b>Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"><li>• The teacher shows another example of instruction then asks the students to compare and find out the similarity both of those instructions.</li><li>• The teacher asks the students about the format, the vocabularies, the expressions,</li></ul>



	<p>the terms, and the punctuations in those instructions.</p> <ul style="list-style-type: none"> <li>• The teacher asks the students by repeating questions again and again until the students understand.</li> </ul> <p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher provides the students a task of matching the words and its meaning in front of the class. They ask to guess the correct meaning first before finding the meaning in the dictionary.</li> <li>• The teacher and the students discuss the result together</li> <li>• The teacher shows another sample of instruction in front of the class (jumbled text)</li> <li>• The teacher asks the students to re-arrange it to be a correct instruction</li> <li>• The teacher and the students discuss and analyze the result together</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a task of incorrect text of instruction and asks them to do it in a group.</li> <li>• Then the result will discuss together between the teacher and the students.</li> </ul> <p><u><b>STEP 2</b></u></p> <p><b>1. Building the Context</b></p> <ul style="list-style-type: none"> <li>• Review about the instruction text and its content</li> </ul>
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	<ul style="list-style-type: none"> <li>• The teacher asks the students about the format, the vocabularies, the terms, the punctuations, and the expressions of the instruction</li> </ul> <p><b>2. Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The divides the students into 9 groups @ 4students</li> <li>• She gives the task in the form of filling the blank. The students ask to complete it by using the words available in the box.</li> <li>• The teacher and the students discuss and analyze the result together</li> </ul> <p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the student to make pair group.</li> <li>• Each group gives a card which contain a situation and they have to make an instruction based on the situation</li> <li>• The teacher asks the students to discuss it</li> <li>• The teacher asks them to change their work to other students.</li> <li>• The teacher asks each group to correct another group work then discuss it together with the teacher.</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make an instruction</li> </ul>
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	<p>based on the problem situation inside</p> <ul style="list-style-type: none"> <li>• The students works individually then they have to submit it</li> </ul> <p><b>5. Linking related Texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks them to memorize what they have learnt today.</li> <li>• She asks them to find the other texts related to the material of instruction that they have learnt at school as the homework. They may search it from many sources.</li> <li>• The material is used as their learning media at home.</li> </ul>
Closing activities (post-teaching)	<ul style="list-style-type: none"> <li>• The teacher asks the student about the difficulties during the lesson</li> <li>• The teacher gives the conclusion about the lesson today</li> <li>• Leave taking</li> </ul>

G. Material

Enclosed

H. Media

Examples of instruction

I. Sources

- Textbook

Get Along with English for Vocational School Grade XI

- Internet

[www.google.co.id](http://www.google.co.id)

J. Evaluation

Written

English teacher

Researcher

(Sujaryanti, S.Pd.)

(Rahayu Dewi W)

## MATERIAL

### 1. Text 1

#### HOW TO TURN ON/OFF COMPUTER

1. Press the button power in the C.P.U
2. Wait a process until desktop visible computer.
3. Then ,we can operate the computer program, we want it
4. After use computer, click start, click shut down and click ok.
5. The computer screen off.

### 2. Text 2

#### How to use a camera

Firstly, open the lid on the back of the camera. Then insert a roll of film into the camera. (Follow the direction on the box of the film). After that, close the lid, turn the knob until number 1 appears. And look through the view finder while tuning the lens until you can see the object clearly. Finally, push the button on the top of the camera to take pictures.

### 3. Text 3

#### Match the word with their meaning correctly!

A	B
1. Plug	a. matikan
2. Socket	b. geser
3. wait a moment	c. lawan
4. switch off	d. dengan sabar
5. pull	e. tancap, colok
6. hold	f. tarik
7. lock	g. dengan sopan
8. slide	h. pelayan
9. snap	i. jumlah uang
10. opposite	j. tepat, pas
11. switch on	k. dengan nyaman
12. comfortably	l. stop kontak
13. patiently	m. kunci
14. attendant	n. tahan
15. politely	o. nyalakan
16. amount of money	p. tunggu sebentar

#### 4. Text 4

Re-arrange the jumbled instruction to be a correct instruction.

##### How To Operate Computer

After that, choose the programs as needed, for example you want to type a document so you have to choose the Microsoft Word program.

Next, enter a keyword if you use it.

Finally, save your work at the computer.

First, plug the cable into the socket and turn on your computer.

Then, the computer will scan in computer about viruses.

Second, wait a moment while your computer is starting to scan data.

#### 5. Text 5

Find the punctuation errors in the instruction and then correct them.

##### How To Insert SIM Card

First off all, switch off the phone

Second, pulls the battery lock on the back the phone, and hold it in thus position.

Next, slide the cover and lift the battery.

Then; insert the SIM card into its slot. remember, do it carefully. dont forget to make sure the golden connectors on the card face into the phone and, the opposite end of the battery until it snaps into place.

Now; slide the cover back onto the mobile phone

finally, switch on your phone and you ll see the signal of your SIM card on the phone screen and, it means you can start using your phone

#### 6. Text 6

**Fill in the blank space by using the words in the bracket correctly!**

##### How to Browse on The Internet

Firstly, (1).... to a cyber café or (2).... internet café. Find a nice place and sit there comfortably. Then, (3).... the computer carefully if it is off. (4).... patiently until you see picture 1 on your screen. It (5).... has a different form, but it is essentially the same.

(6)...., fill in that form accurately. Ask the attendant politely when you have trouble. After that, (7).... the website. Find the information as you wish.

To end the operation, (8).... the clock on the bottom right side of the screen.

You'll see picture 2 there, you'll see a figure indicating the (9).... you must pay. Click 'CONTINUE' when you don't want to end. Click (10).... when you want to end.

(11).... at the (12).... before you leave the internet café.

go	Turn on	may
cashier	click	pay
stop	wait	browse on
next	an	amount of money

**7. Text 7**

**Make an instruction text by using the situation below! Do it in pairs.**

How to make a call to a friend
--------------------------------

**8. Text 8**

**Make an instruction text by using the situation below! Do it individually!**

How to send an email
----------------------

## KEY ANSWER

1. –

2. –

3. Match the word with their meaning correctly!

A	B	ANSWER
1. Plug	a. matikan	E
2. Socket	b. geser	M
3. wait a moment	c. lawan	P
4. switch off	d. dengan sabar	A
5. pull	e. tancap, colok	F
6. hold	f. tarik	N
7. lock	g. dengan sopan	M
8. slide	h. pelayan	B
9. snap	i. jumlah uang	J
10. opposite	j. tepat, pas	C
11. switch on	k. dengan nyaman	O
12. comfortably	l. stop kontak	K
13. patiently	m. kunci	D
14. attendant	n. tahan	H
15. politely	o. nyalakan	G
16. amount of money	p. tunggu sebentar	I

4. Re-arrange the jumbled instruction to be a correct instruction.

### How To Operate Computer

First, plug the cable into the socket and turn on your computer.

Second, wait a moment while your computer is starting to scan data.

Next, enter a keyword if you use it.

Then, the computer will scan in computer about viruses.

After that, choose the programs as needed, for example you want to type a document so you have to choose the Microsoft Word program.

Finally, save your work at the computer.



**5. Find the punctuation errors in the instruction and then correct them.**

**How To Insert SIM Card**

First of all, switch off the phone.

Second, pull the battery lock on the back the phone and hold it in thus position.

Next, slide the cover and lift the battery.

Then, insert the SIM card into its slot. Remember, do it carefully. Do not forget to make sure the golden connectors on the card face into the phone and the opposite end of the battery until it snaps into place.

Now, slide the cover back onto the mobile phone.

Finally, switch on your phone and you will see the signal of your SIM card on the phone screen and it means that you can start using your phone.

**6. Fill in the blank space by using the words in the bracket correctly!**

**How to Browse on The Internet**

Firstly, go to a cyber café or an internet café. Find a nice place and sit there comfortably. Then, turn on the computer carefully if it is off. Wait patiently until you see picture 1 on your screen. It may has a different form, but it is essentially the same.

Next, fill in that form accurately. Ask the attendant politely when you have trouble. After that, browse on the website. Find the information as you wish.

To end the operation, click the clock on the bottom right side of the screen. You'll see picture 2 there, you'll see a figure indicating the amount of money you must pay. Click 'CONTINUE' when you don't want to end. Click stop when you want to end.

Pay at the cashier before you leave the internet café.

**7. Student's worksheet**

**8. Student's worksheet**

## LESSON PLAN

**School's name** : SMK Negeri 1 Godean  
**Subject** : English  
**Class/Semester** : XI/ 2  
**Program** : Office Administration  
**Time allocation** : 2 x 45 minutes  
**Competency** : Writing  
**Meeting** : 3  
**Topic** : List

A. Standard of competence

2. Being able to communicate in English on the Elementary Level

B. Basic competency

2.7. Making short messages, directories, and lists using the appropriate vocabulary, spelling, and punctuation.

C. Indicator

- Students list the sequence of making a list correctly
- Students list the function of using a list correctly.
- Students recognize the vocabulary used in making a list correctly.
- Students list the grammar used in making a list correctly.
- Students re-arrange the jumbled sentences of a list correctly.
- Students fill in the incomplete format of a list correctly.
- Students make a list correctly.

D. Learning objective

Students are able to write a list of things.

E. Learning method

- Presentation
- Discussion

- Group work
- Individual work

F. Learning steps

- Meeting 1

Opening activities (pre-teaching)	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• The teacher asks the students' condition</li> <li>• The teacher calls the roll</li> <li>• The teacher informs to the students about the lesson for today</li> </ul>
Main activities (BKOF)	<p><u>STEP 1</u></p> <p>1. <b>Building the Context</b></p> <ul style="list-style-type: none"> <li>• The teacher shows a sample of list in front of the class by using baliho</li> <li>• The teacher asks the students to brainstorm about the text</li> <li>• The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it? Etc.</li> </ul> <p>2. <b>Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher shows another example of list then asks the students to compare and find out the similarity both of those lists.</li> <li>• The teacher asks the students about the format, the vocabularies, the terms, and the punctuations in those lists.</li> <li>• The teacher asks the students by repeating questions again and again until the students understand.</li> </ul> <p>3. <b>Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher provides the students a task of</li> </ul>

	<p>matching the words and its meaning in front of the class. They ask to guess the correct meaning first before finding the meaning in the dictionary.</p> <ul style="list-style-type: none"> <li>• The teacher and the students discuss the result together</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a task of incorrect text of list. She asks them to re-place the word with the correct group word.</li> <li>• Then the result will discuss together between the teacher and the students.</li> </ul> <p><u>STEP 2</u></p> <p><b>1. Building the Context</b></p> <ul style="list-style-type: none"> <li>• Review about the list text and its content</li> <li>• The teacher asks the students about the format, the vocabularies, the terms, the punctuations, and the expressions of the instruction</li> </ul> <p><b>2. Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The divides the students into 9 groups @ 4students</li> <li>• She gives the task in the form of filling the blank. The students ask to complete it by using the words available in the box.</li> <li>• The teacher and the students discuss and analyze the result together</li> </ul> <p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the student to make pair group.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Each group gives a card which contain a situation and they have to make a list based on the situation</li> <li>• The teacher asks the students to discuss it</li> <li>• The teacher asks them to change their work to other students.</li> <li>• The teacher asks each group to correct another groups' work then discuss it together with the teacher.</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make a list based on the problem situation inside</li> <li>• The students works individually then they have to submit it</li> </ul> <p><b>5. Linking related Texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks them to memorize what they have learnt today.</li> <li>• She asks them to find the other texts related to the material of list that they have learnt at school as the homework. They may search it from many sources.</li> <li>• The material is used as their learning media at home.</li> </ul>
Closing activities (post-teaching)	<ul style="list-style-type: none"> <li>• The teacher asks the student about the difficulties during the lesson</li> <li>• The teacher gives the conclusion about the</li> </ul>

	<p>lesson today</p> <ul style="list-style-type: none"> <li>• Leave taking</li> </ul>
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G. Material

Enclosed

H. Media

Examples of list

I. Sources

- Textbook

Get Along with English for Vocational School Grade XI

- Internet

[www.google.co.id](http://www.google.co.id)

J. Evaluation

Written

English teacher

Researcher

(Sujaryanti, S.Pd.)

(Rahayu Dewi W)

## MATERIAL

## 1. Text 1

Weekly Menu Planner						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
BREAKFAST						
Cereal with Soymilk	Toasted Bagels with Hummus & Tomato Slice	Orange Pudding, Toast with Soy Butter	Soy Yogurt Fruit & Granola Parfait	Whole Wheat English Muffins with BOCA Sausage and Soy Cheese	Oatmeal with Apples, Walnuts, and Cinnamon	Pancakes with pure maple syrup
LUNCH						
Veggie Burgers	Veggie Salami on Rye Bread	Chick Pea Sandwiches and cut Celery	Cucumber, Avocado, Lettuce, Mayo (sea salt), Grain Bread	Macaroni & Cheese or Grilled Cheese	Amy's Burritos or Veggie Pockets	Veggie Wraps
DINNER						
Crock Pot Veggie Stew	Bean Enchiladas or Burritos with Guacamole	Pizza Night	Carol's Goulash	N.Y. Goodwitches	Grandma's "doctored-up" Spaghetti sauce over Spelt or Quinoa Noodles	Order Chinese Veggie Almond Dinner; Family Bean Cud Mor Shu -- No Egg Fried Rice

For vegan recipes and other ideas, please visit [www.Vegan-Gal.com](http://www.Vegan-Gal.com)

## 2. Text 2

Shopping List		Print Shopping List
Shopping List for Family Get Together		
Ingredient	Portion	Unit
Baking – Baking Powder	1.25	dash
Baking – Baking Soda	1.25	tsp
Baking – Flour – All Purpose	1.25	cup
Beverages – Juices – V8	1.67	cup
Cereals and Grains – Oats	2.50	cup
Chocolate – Semi-Sweet Chips	7.50	oz
Condiment – Peanut Butter – Smooth	5.00	Tbs
Dairy – Eggs – White	2.50	ea
Flavorings – Vanilla	1.25	tsp
Fruit – Coconut	5.00	oz
Nuts – Pecans	1.25	cup
Oil and Fats – Shortening	1.25	cup
Poultry – Chicken – Whole	1.67	ea
Spices – Paprika	3.33	Tbs
Spices – Salt	1.25	dash
Spices – Salt	3.33	tsp
Sugar – Brown	1.25	cup
Sugar – White	1.25	cup
Vegetables – Beans – Lima	26.67	oz
Vegetables – Onions	1.67	ea
Vegetables – Pepper – Green	1.67	ea
Vegetables – Pepper – Hot	1.67	ea
Vegetables – Rice – Cooked	10.00	cup
Vegetables – Tomatoes	3.33	ea

### 3. Text 3

Match the word with their meaning correctly!

A	B
1. Punnet	a. susu tanpa gula
2. Bunch	b. daging potong
3. Pumpkin	c. tanpa lemak
4. Skim milk	d. cincang, irisan
5. Fridge	e. ikat, rangkai
6. Dairy	f. toko penjual makanan
7. Delicatessen	g. beku
8. Shallots	h. wortel
9. Loaf	i. makanan siap saji
10. Slices	j. krim pencukuran
11. Meat Section	k. labu
12. Lean	l. keranjang kecil
13. Mince	m. lemari pendingin
14. Lettuce	n. selada
15. Carrot	o. papan
16. Treats	p. bawang merah
17. Shaving cream	q. potongan
18. Grocery	r. susu
19. Frozen	a. perawatan

### 4. Text 4

Re-arrange the jumbled list to be a correct list.

GEMMA'S SHOPPING LIST	
<u>Fresh Fruit</u>	<u>Fresh Vegetables</u>
2 Chicken Breasts	2 Punnets of Strawberries
4 Bananas	2 Potatoes
1 Butternut Pumpkin	1 Block of Light Cheese
3 Mangos	1 Bunch of Broccoli
3 Tomatoes	
<u>Fridge &amp; Dairy</u>	<u>Frozen Vegetables &amp; Items</u>
1 Litre of Skim Milk	1 Cucumber
1 Bunch of Shallots	2 Litres of Ice Cream
	3 Onions
<u>Delicatessen</u>	<u>Fresh Meat Section</u>
5 Chicken Loaf Slices	500 Grams of Lean Mince
8 Apples	1 Lettuce
	2 Carrots



### 5. Text 5

**Fill in the blank space. Please collect the goods that belong to their group.**

<u>Pet supplies</u>	<u>Fruits</u>	<u>Soft drinks</u>
<u>Vegetables</u>	<u>Meat</u>	<u>Pharmacy</u>

Cat food	Root beer	Treats	Tomatoes	Grapes
Eye drops	Toys	Bottled water	Apples	Fish food
Pepsi	Dog food	Bananas	Potatoes	Coke
Oranges	Lotion	Cucumbers	Chicken breasts	Steak
Celery	Watermelon	Deodorant	Mushrooms	Hot dogs
Carrots	Lemons	Multivitamin	Broccoli	Shaving cream
Corn	Strawberry	Hairspray	Alcohol	Chicken nuggets
Toothbrush	Sprite	Beef		

### 6. Text 6

**You and your friend have a plan to make a vegetable salad and fruit juice. Please make a list of the ingredients that you needed to make it.**

### 7. Text 7

Make list of your shopping list. Mention all the goods that you needed.

## MY SHOPPING LIST

1- CLOTHING

2- KITCHEN ITEMS

3- FOODS

4- HOUSE HOLD GROCERY

5- STATIONARY



## KEY ANSWER

1. –
2. –
3. Match the word with their meaning correctly!

A	B	ANSWER
1. Punnet	a. susu tanpa gula	L
2. Bunch	b. daging potong	E
3. Pumpkin	c. tanpa lemak	K
4. Skim milk	d. cincang, irisan	A
5. Fridge	e. ikat, rangkai	M
6. Dairy	f. toko penjual	R
7. Delicatessen	makanan	I
8. Shallots	g. beku	P
9. Loaf	h. wortel	O
10. Slices	i. makanan siap saji	Q
11. Meat Section	j. krim pencukuran	B
12. Lean	k. labu	C
13. Mince	l. keranjang kecil	D
14. Lettuce	m. lemari pendingin	N
15. Carrot	n. selada	H
16. Treats	o. papan	S
17. Shaving cream	p. bawang merah	J
18. Grocery	q. potongan	F
19. Frozen	r. susu	G
	s. perawatan	

- 2 Re-arrange the jumbled list to be a correct list.



### GEMMA'S SHOPPING LIST

#### Fresh Fruit

*4 Bananas*  
*2 Punnets of Strawberries*  
*3 Mangos*  
*8 Apples*  
*1 Lettuce*  
*3 Tomatoes*  
*1 Cucumber*

#### Fridge & Dairy

*1 litre of Skim Milk*  
*1 block of Light Cheese*

#### Delicatessen

*5 Chicken Loaf Slices*  
*2 Chicken Breasts*

#### Fresh Vegetables

*1 Butternut Pumpkin*  
*2 Potatoes*  
*3 Onions*  
*2 Carrots*  
*1 Bunch of Shallots*  
*1 Bunch of Broccoli*

#### Frozen Vegetables & Items

*2 litres of Ice Cream*

#### Fresh Meat Section

*500 grams of lean Mince*

**3 Fill in the blank space. Please collect the goods that belong to their group.**

<b><u>Pet supplies</u></b>  Dog food Cat food Fish food Treats Toys	<b><u>Fruits</u></b>  Apples Oranges Bananas Grapes Lemons Watermelon Strawberry	<b><u>Soft drinks</u></b>  Coke Pepsi Sprite Root beer Bottled water
<b><u>Vegetables</u></b>  Potatoes Tomatoes Broccoli Celery Mushrooms Corn Carrots Cucumbers	<b><u>Meat</u></b>  Chicken nuggets Hot dogs Beef Steak Chicken breasts	<b><u>Pharmacy</u></b>  Pharmacy Alcohol Deodorant Lotion Lotion Multivitamin Shaving cream Toothbrush Hairspray Eye drops

**4 Student's worksheet**

**5 Student's worksheet**

## **LESSON PLAN**

**School's name** : SMK Negeri 1 Godean

**Subject** : English

**Class/Semester** : XI/ 2

**Program** : Office Administration

**Time allocation** : 2 x 45 minutes

**Competency** : Writing

**Meeting** : 4

**Topic** : Short message (memorandum)

A. Standard of competence

2. Being able to communicate in English on the Elementary Level

B. Basic competency

2.7. Making short messages, directories, and lists using the appropriate vocabulary, spelling, and punctuation.

C. Indicator

- Students list the parts of memorandum correctly
- Students recognize the parts of memorandum and its function correctly.
- Students list the vocabulary used in memorandum correctly.
- Students recognize the grammar used in a memorandum correctly.
- Students find the mistake and correct the text of memorandum correctly.
- Students fill in the incomplete format of memorandum correctly.
- Students make a memorandum correctly.

D. Learning objective

Students are able to write a memorandum.

E. Learning method

- Presentation
- Discussion
- Group work
- Individual work

F. Learning steps

- Meeting 1

Opening activities (pre-teaching)	<ul style="list-style-type: none"><li>• Greeting</li><li>• The teacher asks the students' condition</li><li>• The teacher calls the roll</li><li>• The teacher informs to the students about the lesson for today</li></ul>
Main activities (BKOF)	<p><u>STEP 1</u></p> <p><b>1. Building the Context</b></p> <ul style="list-style-type: none"><li>• The teacher shows a sample of memo in front of the class by using baliho</li><li>• The teacher asks the students to brainstorm about the memo</li><li>• The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it? Etc.</li></ul> <p><b>2. Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"><li>• The teacher shows another example of memo then asks the students to compare and find out the similarity both of those</li></ul>

	<p>memos.</p> <ul style="list-style-type: none"> <li>• The teacher asks the students about the format, the vocabularies, the expressions, the terms, and the punctuations in those memos.</li> <li>• The teacher asks the students by repeating questions again and again until the students understand.</li> </ul> <p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher provides the students a task of matching the words and its meaning in front of the class. They ask to guess the correct meaning first before finding the meaning in the dictionary.</li> <li>• The teacher and the students discuss the result together</li> <li>• The teacher shows incorrect memo. The students asks to find the mistakes and they have to correct it</li> <li>• The teacher and the students discuss and analyze the result together</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a task of incorrect memo again and asks them to make a group of four. The students asks to find the mistakes and they have to correct it</li> <li>• Then the result will discuss together between the teacher and the students.</li> <li>• The teacher gives the task in filling the</li> </ul>
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	<p>blank space. The students ask to fill the space with the correct word that available in the box.</p> <ul style="list-style-type: none"> <li>• The result will be discussed together.</li> </ul> <p><b><u>STEP 2</u></b></p> <p><b>1. Building the Context</b></p> <ul style="list-style-type: none"> <li>• Review about the memo and its content</li> <li>• The teacher asks the students about the format, the vocabularies, the terms, the punctuations, and the expressions of the memo</li> </ul> <p><b>2. Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The divides the students into 9 groups @ 4students</li> <li>• She gives the task in the form of filling the blank space of memo. They have to discuss it together with their group.</li> <li>• After finished, the teacher and the students discuss and analyze the result together</li> </ul> <p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the student to make pair group.</li> <li>• Each group gives a card which contain a situation and they have to make a memo based on the situation</li> <li>• The teacher asks the students to discuss it</li> <li>• The teacher asks them to change their work to other students.</li> <li>• The teacher asks each group to correct another groups' work then discuss it</li> </ul>
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	<p>together with the teacher.</p> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make a memo based on the problem situation inside</li> <li>• The students works individually then they have to submit it</li> </ul> <p><b>5. Linking related Texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks them to memorize what they have learnt today.</li> <li>• She asks them to find the other texts related to the material of memo that they have learnt at school as the homework. They may search it from many sources.</li> <li>• The material is used as their learning media at home.</li> </ul>
Closing activities (post-teaching)	<ul style="list-style-type: none"> <li>• The teacher asks the student about the difficulties during the lesson</li> <li>• The teacher gives the conclusion about the lesson today</li> <li>• Leave taking</li> </ul>

G. Material

Enclosed

H. Media

Examples of memo

I. Sources

- Textbook

Get Along with English for Vocational School Grade XI

- Internet

[www.google.co.id](http://www.google.co.id)

## J. Evaluation

Written

English teacher

Researcher

(Sujaryanti, S.Pd.)

(Rahayu Dewi W)

## MATERI MEMO CYCLE 2

### Text 1

# Memo

**To:** John Smith  
**From:** Albert Johnson  
**Date:** 9/15/2010  
**Re:** Your call from August 28, 2010

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**Message:**

Hello John,

Thank you for your prompt response to my inquiry. However, my original question still remains. Looking forward to your response.

Regards, Albert

### Text 2

WALT DISNEY PRODUCTIONS, Ltd.

INTER-OFFICE COMMUNICATION

To Mr. All personnel IRT Dept. DATE January 17 1939  
FROM Mr. Hal Adelquist SUBJECT Departmental conduct

Attention has been called to the rather gross language that is being used by some members of the IRT Department in the presence of some of our female employees.

It has always been Walt's hope that the Studio could be a place where girls can be employed without fear of embarrassment or humiliation.

Your cooperation in this matter will be appreciated.

### Text 3

Match the words below with the correct meaning!

- |                   |                    |
|-------------------|--------------------|
| 1. To ensure      | a. proyek          |
| 2. Barbecue       | b. tambahan/ekstra |
| 3. Firework party | c. bakaran         |
| 4. Project        | d. memastikan      |

5. Integration	e. pesta kembang api
6. Additional	f. pembulatan
7. Expensive	g. hormat kami
8. Slouch	h. perusahaan
9. Furniture	i. susun
10. Company	j. tunda
11. Regards	k. mahal
12. Compose	l. perabotan
13. Delay	m. bermalasan

#### **Text 4**

**Find the mistakes in this text and correct it!**

Please (remember/ remembering) to ensure that cats (is locked/ are locked) into one of the inner rooms before (going/ go) to tonight's firework party.

The barbecue will (start/ starts/ starting) at 6.30 p.m, and we will (start/ starts/ starting) the firework display promptly at 7 p.m.

#### **Text 5**

**Find the mistakes and correct it!**

<u>MEMORANDUM</u>			
TO:	All Employees Tiger Oil Company-Houston	DATE:	April 20, 1978
FROM:	Edward Mike Davis		
SUBJECT:	Office Furniture		
<p style="margin: 0;">This furniture in this office (is/am/are) expensive. DO NOT PUT YOUR FEET ON IT!!</p> <p style="margin: 0;">I am (pay/pays/paying) you to work – not slouch in your chair with your feet up on a desk or table.</p> <p style="margin: 0;">I do not (go/goes/going) to your home and (put/puts/putting) my feet on your furniture, so don't put your feet on nine.</p> <p style="text-align: center; margin: 10px 0;">EDWARD MIKE DAVIS</p>			

## Text 6

Complete the blank space of memo below by using the correct words!

CORPORATE MEMORANDUM LETTERHEAD		
<div style="text-align: right;">FILE NO: <del>XXXXX-XXX</del></div>		
<div style="text-align: right;">[ ]</div>		
[ ]: April 12, 2003		
TO:	Name/Addressee 1, Name/Addressee 2, Name/Addressee 3, [ ] Name/Addressee 7, Name/Addressee 8	
FROM:	[ ]	
SUBJECT:	[ ]	
Below is the final draft agenda for next week's all day strategic planning session:		
[ ]	[ ]	Lead
1. Opening Remarks, Review Agenda	08:30 - 09:00	S. Jackson
2. Review/Refine Mission Statement	09:00 - 09:30	S. Jackson
3. Review/Revise Core Values	09:30 - 10:15	B. Kumar
Refreshment Break	10:15 - 10:30	
4. Review/Revise Success Factors	10:30 - 11:15	B. Kumar
5. Identify/Define/Prioritize Strategic Issues	[ ]	R. Tucker
Lunch Break	12:00 - 13:00	
6. Develop Strategic Objective Statements	13:00 - 14:00	R. Tucker
7. Identify Performance Indicators	14:00 - 15:00	B. Kumar
[ ]	15:00 - 15:15	
8. Identify Action Plan Items	15:15 - 16:00	F. Campbell
9. [ ]	16:00 - 16:30	S. Jackson
Could you please make sure that you review the discussion papers that were provided to you at last week's Management Meeting prior to the session. Also, please make sure you bring your copy of the current Strategic Plan to the session.		
S. Jackson (optional)		
c.c. R. Brailhwaite		

Choices:

Discussion Item	Name/Addressee 4, Name/Addressee 5, Name/Addressee 6
Stephen Jackson	11.15 – 12.
DATE	MEMORANDUM
Refreshment Break	Time
Summary and Wrap-Up	Agenda For Strategic Planning Session – Tuesday, April 18, 2003

**Text 7**

**Fill in the blank space with the correct word!**

<i>Desilu productions inc.</i>	
<i>I nter-department communication</i>	
<b>TO:</b> _____	<b>DATE:</b> _____
<b>FROM:</b> _____	<b>SUBJECT:</b> _____
_____	
_____	
_____.	
_____.	
<b>BOB</b>	

**Choices:**

- **Regards,**
- **It is important that you compose, without delay, our Standard Opening Narration for Bill Shatner to record. It should run about 15 seconds in length, as we discussed earlier.**
- **Dear Gene:**
- **Gene Roddenberry**
- **STANDARD OPENING NARRATION**
- **August 1, 1966**

**Text 8**

You are the chairman of OSIS. You will inform the other members of OSIS to gather around in order to have a meeting after school. Please make a memo to inform them and put it on the announcement board.

**Text 9**

You are a manager. You ask the office boy to change the flower in the vase with the new one and clean your room up after work. Please make the memo.

## KEY ANSWER

1. –

2. –

3. Match the words below with the correct meaning!

1. D

2. C

3. E

4. A

5. F

6. B

7. K

8. M

9. L

10. H

11. G

12. I

13. J

4. Find the mistakes in this text and correct it!

<i>The SGML Centre</i>	Memo
Specialists in	From: Martin Bryan
Generalized	Date: 5th November
Markup	To: All staff
Languages	
Paragraph	<b>Fireworks Reminder</b> — Subject
Please remember to ensure that the cats are locked into one of the inner rooms before going to tonight's firework party.	
The barbecue will start at 6.30pm, and we will start the firework display promptly at 7pm.	



5. Find the mistakes in this text and correct it!



MEMORANDUM

TO: All Employees  
Tiger Oil Company - Houston  
DATE: April 20, 1978  
FROM: Edward Mike Davis  
SUBJECT: Office Furniture

The furniture in this office is expensive. DO NOT PUT YOUR FEET ON IT!!

I am paying you to work -- not slouch in your chair with your feet up on a desk or table.


I do not go to your home and put my feet on your furniture, so don't put your feet on mine.

  
EDWARD MIKE DAVIS

6. Complete the blank space of memo below by using the correct words!

CORPORATE MEMORANDUM LETTERHEAD		
MEMORANDUM		
		FILE NO: 100000-0000
DATE:	April 12, 2003	
TO:	Name/Addressee 1, Name/Addressee 2, Name/Addressee 3, Name/Addressee 4, Name/Addressee 5, Name/Addressee 6, Name/Addressee 7, Name/Addressee 8	
FROM:	Stephen Jackson	
SUBJECT:	Agenda For Strategic Planning Session – Tuesday April 18, 2003	
Below is the final draft agenda for next week's all day strategic planning session:		
Discussion Item	Time	Lead
1. Opening Remarks, Review Agenda	08:30 - 09:00	S. Jackson
2. Review/Refine Mission Statement	09:00 – 09:30	S. Jackson
3. Review/Revise Core Values	09:30 – 10:15	B. Kumar
Refreshment Break	10:15 – 10:30	
4. Review/Revise Success Factors	10:30 – 11:15	B. Kumar
5. Identify/Define/Prioritize Strategic Issues	11:15 – 12:00	R. Tucker
Lunch Break	12:00 – 13:00	
6. Develop Strategic Objective Statements	13:00 – 14:00	R. Tucker
7. Identify Performance Indicators	14:00 – 15:00	B. Kumar
Refreshment Break	15:00 – 15:15	
8. Identify Action Plan Items	15:15 – 16:00	F. Campbell
9. Summary and Wrap-Up	16:00 – 16:30	S. Jackson
<p>Could you please make sure that you review the discussion papers that were provided to you at last week's Management Meeting prior to the session. Also, please make sure you bring your copy of the current Strategic Plan to the session.</p> <p>S. Jackson (optional)</p> <p>c.c. R. Brathwaite</p>		

7. Fill in the blank space with the correct word!

<p><i>Desilu Productions Inc.</i></p> <p>Inter-Department Communication</p>	
<p>TO: GENE RODDENBERRY</p> <p>FROM: BOB JUSTMAN</p>	<p>DATE: AUGUST 1, 1966</p> <p>SUBJECT: STANDARD OPENING NARRATION</p>
<p>Dear Gene:</p> <p>It is important that you compose, without delay, our Standard Opening Narration for Bill Shatner to record. It should run about 15 seconds in length, as we discussed earlier.</p> <p style="text-align: right;">Regards,</p> <p style="text-align: center;">               BOB           </p>	
<p>RHJ:sts cc: John D.F. Black</p>	

**8. Student's worksheet**

**9. Student's worksheet**

## LESSON PLAN

**School's name** : SMK Negeri 1 Godean  
**Subject** : English  
**Class/Semester** : XI/ 2  
**Program** : Office Administration  
**Time allocation** : 2 x 45 minutes  
**Competency** : Writing  
**Meeting** : 5  
**Topic** : Directory/ instruction

A. Standard of competence

2. Being able to communicate in English on the Elementary Level

B. Basic competency

2.7. Making short messages, directories, and lists using the appropriate vocabulary, spelling, and punctuation.

C. Indicator

- Students list the sequence of making an instruction correctly
- Students recognize the function of using an instruction correctly.
- Students list the vocabulary used in making an instruction correctly.
- Students re-arrange the jumbled sentences of an instruction correctly.
- Students recognize the grammar used in the text of instruction by choosing the correct tense in instruction text correctly.
- Students re-arrange the jumbled sentences of an instruction correctly.
- Students make an instruction correctly.

D. Learning objective

Students are able to write an instruction how to use a tool.

E. Learning method

- Presentation
- Discussion
- Group work
- Individual work

F. Learning steps

- Meeting 1

Opening activities (pre-teaching)	<ul style="list-style-type: none"><li>• Greeting</li><li>• The teacher asks the students' condition</li><li>• The teacher calls the roll</li><li>• The teacher informs to the students about the lesson for today</li></ul>
Main activities (BKOF)	<p><u>STEP 1</u></p> <p>1. <b>Building the Context</b></p> <ul style="list-style-type: none"><li>• The teacher shows a sample of instruction in front of the class by using baliho</li><li>• The teacher asks the students to brainstorm about the text</li><li>• The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it?</li></ul> <p>2. <b>Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"><li>• The teacher shows another example of instruction then asks the students to compare and find out the similarity both of those instructions.</li><li>• The teacher asks the students about the</li></ul>

	<p>format, the vocabularies, the expressions, the terms, and the punctuations in those instructions.</p> <ul style="list-style-type: none"> <li>• The teacher asks the students by repeating questions again and again until the students understand.</li> </ul> <p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher provides the students a task of matching the words and its meaning in front of the class. They ask to guess the correct meaning first before finding the meaning in the dictionary.</li> <li>• The teacher and the students discuss the result together</li> <li>• The teacher shows another sample of instruction in front of the class (jumbled text)</li> <li>• The teacher asks the students to re-arrange it to be a correct instruction</li> <li>• The teacher and the students discuss and analyze the result together</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a task of choosing the correct word in order to make the sentence become right and asks them to make a group of four</li> <li>• Then the result will discuss together between the teacher and the students.</li> </ul>
--	--

## STEP 2

### 1. **Building the Context**

- Review about the instruction text and its content
- The teacher asks the students about the format, the vocabularies, the terms, the punctuations, and the expressions of the instruction

### 2. **Modeling and Deconstructing the Text**

- The divides the students into 9 groups @ 4students
- She gives the task in the form of re-arranging the jumbled instruction. While they are discussing the answer, the teacher shows the picture in the front of the class to help them easier to do the exercises.
- The teacher asks the students to write the answer in front of the class. Someone who has correct answer will get star. Then the searcher and the students analyze the result together

### 3. **Joint Construction of the Text**

- The teacher asks the student to make pair group.
- Each group gives a card which contain a situation and they have to make an instruction based on the situation
- The teacher asks the students to discuss it
- The teacher asks them to change their work to other students.

	<ul style="list-style-type: none"> <li>• The teacher asks each group to correct another groups' work then discuss it together with the teacher.</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make an instruction based on the problem situation inside</li> <li>• The students works individually then they have to submit it</li> </ul> <p><b>5. Linking related Texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks them to memorize what have they learnt today.</li> <li>• She asks them to find the other texts related to the material of instruction that they have learnt at school as the homework. They may search it from many sources.</li> <li>• The material is used as their learning media at home.</li> </ul>
Closing activities (post-teaching)	<ul style="list-style-type: none"> <li>• The teacher asks the student about the difficulties during the lesson</li> <li>• The teacher gives the conclusion about the lesson today</li> <li>• Leave taking</li> </ul>

G. Material

Enclosed



#### H. Media

Examples of instruction

#### I. Sources

- Textbook

Get Along with English for Vocational School Grade XI

- Internet

[www.google.co.id](http://www.google.co.id)

#### J. Evaluation

Written

English teacher

Researcher

(Sujaryanti, S.Pd.)

(Rahayu Dewi W)

## **MATERI INSTRUKSI CYCLE 2**

### **1. Text 1**

#### **How to make Power Point for Presentation?**

First, determine what you want to present.

Second, decide a theme for your presentation.

Next, gather all the elements you need to create your PowerPoint presentation.

Then, translate your sketches into microsoft powerpoint include video, audio and other multimedias' elements.

Finally, decide whether you will print or upload the presentation to the Internet.

### **2. Text 2**

#### **How to Fax a Document**

##### **Instructions**

1. Make sure the fax machine is stocked with paper. It should be loaded in a tray at the bottom of the machine.
2. Place your documents face down in the tray atop the fax machine.
3. Enter the number of the intended recipient.
4. Press the fax button. It's typically at the left of the numbers.

### 3. Text 3

**Match the word below with their meaning correctly!**

A	B
1. Install	a. pada dasarnya
2. Essentially	b. ambil
3. Form	c. sebaliknya
4. Accurately	d. celah/ lubang
5. Receipt	e. format
6. Dial	f. memasang
7. Slot	g. lipat
8. Pick	h. pencet
9. Fold	i. tekuk
10. Hand-writing	j. lekuk
11. Dent	k. mencari/melihat-lihat
12. Otherwise	l. dengan tepat
13. Spine	m. rapi
14. Bend	n. tekan
15. Roughly	o. dengan kuat
16. Firmly	p. struk
17. Press	q. teratur
18. Neat	r. punggung
19. Crisp	s. tulisan tangan
	t. dengan kasar

### 4. Text 4

**Re-arrange these jumbled sentences to be a correct text! Do it in pairs.**

#### **How to use the ATM Card**

- Take the receipt.
- Dial your password.
- Take your money.
- Insert your card to the slot.
- Choose how much money you want to take by pressing select button on the left and the right of the monitor.
- Pick your card from the slot.

## 5. Text 5

**Choosing the correct word in order to make the text become correct!**

**Do it in group.**

### **How to install a printer on Ubuntu:**

- (*Open/ opens/ opened*) System, go to administration and then go to printing icon.
- After the Printers window is displayed, double click the New Printer icon. Then, the Add a Printer window (*is displayed/ is displaying*).
- (*Select/ selects/ selected*) Printer Type as Local or Detected Printer.
- Click on Use a detected Printer, select (*a printer/ printers*) from the list and click Forward.
- Select the Manufacturer, Model and Driver. Click Forward.
- Choose a name that will (*help/ helps/ helped*) you remember the printer & its location.
- Click Apply. Congratulations you added the printer to Ubuntu.

## 6. Text 6

**Re-arrange the sentences below based on the correct pictures!**

### **How to Fold and Insert a Letter Into an Envelope**

1. Place it into the envelope so that it is facing out and with the top of the letter at the top of the envelope.
2. When putting greetings-cards or letters that have only been folded in half, you should put the 'spine' at the bottom of the envelope.
3. Depending on the size of the envelope and the size of the letter, you will need to fold differently.
4. Fold down firmly, and use a ruler to press on the fold, making it neat, straight and crisp.

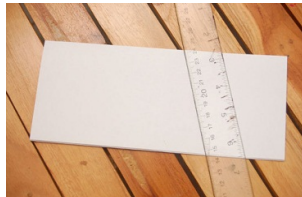
5. If you are hand-writing the address, do so before you put the letter in the envelope, otherwise you will dent the letter.
6. Bend the letter (without folding) into an 'S' shape until the three sections look roughly the same size..



1.



2.



3.



4.



5.



6.

**7. Text 7**

**Please make an instruction based on the situation below. Do it in pairs.**

**“How to send a letter from the post office”**

**8. Text 8**

**Please make an instruction based on the situation below. Do it individually.**

How to print a document from computer

How to open Microsoft Word Program

## KEY ANSWER

1. –

2. –

3. Match the word below with their meaning correctly!

A	B	ANSWER
1. Install	a. pada dasarnya	F
2. Essentially	b. ambil	A
3. Form	c. sebaliknya	E
4. Accurately	d. celah/ lubang	K
5. Receipt	e. format	O
6. Dial	f. memasang	H
7. Slot	g. lipat	D
8. Pick	h. pencet	B
9. Fold	i. tekuk	G
10. Hand-writing	j. lekuk	R
11. Dent	k. dengan tepat	J
12. Otherwise	l. rapi	C
13. Spine	m. tekan	Q
14. Bend	n. dengan kuat	I
15. Roughly	o. struk	S
16. Firmly	p. teratur	N
17. Press	q. punggung	M
18. Neat	r. tulisan tangan	L
19. Crisp	s. dengan kasar	P

4. Re-arrange these jumbled sentences to be a correct text! Do it in pairs.

### How to use the ATM Card

- First, insert your card to the slot.
- Second, dial your password.
- Third, choose how much money you want to take by pressing select button on the left and the right of the monitor.
- Fourth, pick your card from the slot.
- Fifth, take your money.
- Sixth, take the receipt.

## 5. Choosing the correct word in order to make the text become correct!

Do it in group.

### How to install a printer on Ubuntu:

- **Open** System, go to administration and then go to printing icon.
- After the Printers window is displayed, double click the New Printer icon. Then, the Add a Printer window **is displayed**.
- **Select** Printer Type as Local or Detected Printer.
- Click on Use a detected Printer, select **a printer** from the list and click Forward.
- Select the Manufacturer, Model and Driver. Click Forward.
- Choose a name that will **help** you remember the printer & its location.
- Click Apply. Congratulations you added the printer to Ubuntu.

## 6. Re-arrange the sentences below based on the correct pictures!

### How to Fold and Insert a Letter Into an Envelope

1. Depending on the size of the envelope and the size of the letter, you will need to fold differently.
2. Bend the letter (without folding) into an 'S' shape until the three sections look roughly the same size..
3. Fold down firmly, and use a ruler to press on the fold, making it neat, straight and crisp.
4. Place it into the envelope so that it is facing out and with the top of the letter at the top of the envelope.
5. If you are hand-writing the address, do so before you put the letter in the envelope, otherwise you will dent the letter.
6. When putting greetings-cards or letters that have only been folded in half, you should put the 'spine' at the bottom of the envelope.



**7. Student's worksheet**

**8. Student's worksheet**

## LESSON PLAN

**School's name** : SMK Negeri 1 Godean  
**Subject** : English  
**Class/Semester** : XI/ 2  
**Program** : Office Administration  
**Time allocation** : 2 x 45 minutes  
**Competency** : Writing  
**Meeting** : 6  
**Topic** : List

A. Standard of competence

2. Being able to communicate in English on the Elementary Level

B. Basic competency

2.7. Making short messages, directories, and lists using the appropriate vocabulary, spelling, and punctuation.

C. Indicator

- Students list the sequence of making a list correctly
- Students list the function of using a list correctly.
- Students recognize the vocabulary used in making a list correctly.
- Students find the detail information about text of list correctly.
- Students make a list in pairs correctly.
- Students make a list individually.

D. Learning objective

Students are able to write a list of things.

E. Learning method

- Presentation
- Discussion
- Group work

- Individual work

F. Learning steps

- Meeting 1

Opening activities (pre-teaching)	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• The teacher asks the students' condition</li> <li>• The teacher calls the roll</li> <li>• The teacher informs to the students about the lesson for today</li> </ul>
Main activities (BKOF)	<p><u>STEP 1</u></p> <p><b>1. Building the Context</b></p> <ul style="list-style-type: none"> <li>• The teacher shows a sample of list in front of the class by using baliho</li> <li>• The teacher asks the students to brainstorm about the text</li> <li>• The teacher asks the students some questions like: What is it? When we usually use it? Where we usually find it? What is the function of it? Etc.</li> </ul> <p><b>2. Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher shows another example of list then asks the students to compare and find out the similarity both of those lists.</li> <li>• The teacher asks the students about the format, the vocabularies, the terms, and the punctuations in those lists.</li> <li>• The teacher asks the students by repeating questions again and again until the students understand.</li> </ul> <p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher provides the students a text and</li> </ul>

	<p>shows in the front of the class. They ask to find the detail information in the text by answering the questions.</p> <ul style="list-style-type: none"> <li>• The teacher and the students discuss the result together</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher gives a text of list. She asks them to find the detail information about the text correctly. They should discuss it in group of four.</li> <li>• Then the final result will discuss together between the teacher and the students.</li> </ul> <p><u>STEP 2</u></p> <p><b>1. Building the Context</b></p> <ul style="list-style-type: none"> <li>• Review about the list text and its content</li> <li>• The teacher asks the students about the format, the vocabularies, the terms, and the punctuations of the list</li> </ul> <p><b>2. Modeling and Deconstructing the Text</b></p> <ul style="list-style-type: none"> <li>• The divides the students into 9 groups @ 4students</li> <li>• She gives the task of finding the detail information from the text by answering the question. After finished they should come forward and write the answer in the board. The students who can answer correctly will get a star.</li> <li>• At last, the teacher and the students discuss and analyze the result together</li> </ul>
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	<p><b>3. Joint Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• Still in group, the students give a task. They ask to answer the question based on the information found in the text provided.</li> <li>• The result will discuss together.</li> <li>• The teacher asks the student to make pair group.</li> <li>• Each group gives a card which contain a situation and they have to make a list based on the situation</li> <li>• The teacher asks the students to discuss it</li> <li>• The teacher asks them to change their work to other students.</li> <li>• The teacher asks each group to correct another groups' work then discuss it together with the teacher.</li> </ul> <p><b>4. Independent Construction of the Text</b></p> <ul style="list-style-type: none"> <li>• The teacher asks the students to take a rolled paper (one student get one paper)</li> <li>• There is a problem situation in each rolled paper</li> <li>• The students asks to make a list based on the problem situation inside</li> <li>• The students works individually then they have to submit it</li> </ul> <p><b>5. Linking related Texts</b></p> <ul style="list-style-type: none"> <li>• The teacher asks them to memorize what they have learnt today.</li> <li>• She asks them to find the other texts related to the material of list that they have learnt at</li> </ul>
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	<p>school as the homework. They may search it from many sources.</p> <ul style="list-style-type: none"> <li>• The material is used as their learning media at home.</li> </ul>
Closing activities (post-teaching)	<ul style="list-style-type: none"> <li>• The teacher asks the student about the difficulties during the lesson</li> <li>• The teacher gives the conclusion about the lesson today</li> <li>• Leave taking</li> </ul>

## 6. Material

Enclosed

## 7. Media

Examples of instruction

## 8. Sources

- Textbook

Get Along with English for Vocational School Grade XI

- Internet

[www.google.co.id](http://www.google.co.id)

## 9. Evaluation

Written

English teacher

Researcher

(Sujaryanti, S.Pd.)

(Rahayu Dewi W)

## MATERI LIST

### Text 1

Departure List			
Seq.	Description	Direction	Time
1	ATSF Mogul Passenger Train	East	0730
2	B&O Mogul Passenger Train	West	0740
3	C&S Mogul Passenger Train	West	0750
4	D&RGW Mogul Passenger Train #2	East	0800
5	D&RGW Mogul Passenger Train #3	North	0810
6	PRR Mogul Passenger Train G	East	0820
7	WP&Y Mogul Passenger Train	West	0830

### Text 2

#### Daftar Harga Sewa Mobil

##### Luxury Category

No	Car Type / Model	Hours Rent	Daily Rent	Extra Hours
1	Mercedes Benz C200	Rp. 200.000,-	-	-

No	Car Type / Model	12 Hours Rent	Daily Rent	Extra Hours
1	Toyota Corolla	Rp. 250.000,-	Rp. 450.000,-	Rp. 30.000,-
2	Toyota Soluna	Rp. 200.000.-	Rp. 350.000,-	Rp. 25.000,-
3	Toyota Vios	Rp. 200.000,-	Rp. 350.000,-.	Rp. 25.000,-
4	Toyota Camry	Rp. 300.000,-	Rp. 550.000,-	Rp. 35.000,-
5	Toyota Altis	Rp. 250.000,-	Rp. 450.000,-	Rp. 30.000,-
6	Mitsubishi New Lancer	Rp. 250.000,-	Rp. 450.000,-.	Rp. 30.000,-
7	Honda New Civic	Rp. 250.000,-	Rp. 450.000,-	Rp. 30.000,-





Questions:

1. Your boss will have a meeting today, Friday, at 01.00 p.m. in Bandung. He is planning to use the train to go to Bandung. The list above is the train's schedule. Specify the proper and the fastest time to leave from Gambir, so that he will not be late to join a meeting in Bandung.
2. What is the train's name used for Jakarta-Purwokerto route?
3. How long was the time required for the journey from the Pasar Senen to Kutoarjo?
4. How much does the price of business class's ticket for the Senja Utama Semarang Train?
5. What trains were used for Jakarta-Bandung?
6. What train were used for Jakarta-Jombang pp and how much does the ticket price for business classes?

#### Text 4

Answer the questions below correctly!

☒ One Way ☐ Round Trip  
 From (city or airport code )  
 cgk  
 To (city or airport code )  
 jog  
 Departure Date  
 22 December 2009  
 Return Date  
 15 December 2009  
 Time Depart  
 Time Return  
 Display

 Pembangkit Listrik Mandiri  
 dengan panel surya.  
 Lampu LED hemat energi

online dari masing-masing sistem reservasi perusahaan penerbangan

Schedule Flights For 22 December 2009, From CGK To JOG

Fit	City	Departure	Arrive	Flight	Availability	Type
	CGK JOG	0600	0700	GA 202	AVAIL	738
	CGK JOG	0600	0700	QZ 7340	AVAIL	
	CGK JOG	0615	0715	JT 562	AVAIL	734
	CGK JOG	0745	0845	GA 204	AVAIL	738
	CGK JOG	0745	0845	JT 552	AVAIL	739
	CGK JOG	0920	1020	GA 206	AVAIL	738
	CGK JOG	1010	1110	JT 558	AVAIL	734
	CGK JOG	1055	1155	RI 350	NOT AVAIL	
	CGK JOG	1105	1205	GA 208	AVAIL	738
	CGK JOG	1220	1320	GA 210	AVAIL	734
	CGK JOG	1300	1405	SJ 230	AVAIL	732
	CGK JOG	1315	1415	JT 556	AVAIL	M90
	CGK JOG	1425	1525	GA 212	AVAIL	738
	CGK JOG	1445	1545	7P-325	AVAIL	
	CGK JOG	1500	1600	JT 550	AVAIL	734

Questions:

1. What are the unavailable airlines for the 22 Dec 2009 flight?
2. When does the Garuda Indonesia airplane serve the flight for 22 Dec 2009 from Jakarta?
3. When does the JT562 flight serve Jakarta-Jogja route?
4. When will the Lion Air departed from Jakarta at 07.45 to Jogja?
5. How long does the estimation journey form Jakarta to Jogja?
6. If the Batavia Air flight is sceduled to be arrived in Jogja at 15.45 WIB, so when does it departure from Jakarta?

### **Text 5**

**Answer the questions below correctly!**

ROOM	PRICE	FACILITAS
ESTER	Rp. 60.000,00	1 Single Bed / Fan / TV / Bathroom Outside / Shower-Hot Water / No Breakfast 2 Single Bed / Fan / TV / Bathroom Outside / Shower-Hot Water / No Breakfast
MELATI (1) PERSON (2) PERSON	Rp. 60.000,00 Rp. 75.000,00	1 Single Bed / Fan / TV / Bathroom Outside / Shower-Hot Water / No Breakfast 2 Single Bed / Fan / TV / Bathroom Outside / Shower-Hot Water / No Breakfast
BOUGENFILLE (1) PERSON (2) PERSON	Rp. 60.000,00 Rp. 75.000,00	1 Single Bed / Fan / TV / Bathroom Outside / Shower-Hot Water / No Breakfast 2 Single Bed / Fan / TV / Bathroom Outside / Shower-Hot Water / No Breakfast
DAHLIA	Rp. 100.000,00	2 Single Bed / Fan / TV / Bathroom Outside / Shower-Hot Water / No Breakfast
SUPLIER	Rp. 150.000,00	1 Double Bed + 1 Singe Bed / Fan / TV / Bathroom Outside / Shower-Hot Water / Breakfast (2 Person)
TULIP	Rp. 150.000,00	1 Double Bed + 1 Singe Bed / AC / TV / Bathroom Outside / Shower-Hot Water / Breakfast (2 Person)
ANGGREK	Rp. 150.000,00	2 Singe Bed / AC / TV / Bathroom Outside / Shower-Hot Water / Breakfast (2 Person)
MAWAR	Rp. 150.000,00	1 Double Bed + 1 Singe Bed / AC / TV / Bathroom Inside / Shower-Hot Water / Breakfast (2 Person)
EDELWEYS	Rp. 200.000,00	1 Double Bed / AC / TV / Bathroom Inside / Shower-Hot Water / Bathup / Breakfast (2 Person)
TERATAI	Rp. 250.000,00	2 Double Bed / AC / TV / Bathroom Inside / Shower-Hot Water / Breakfast (4 Person)

Questions:

1. In what kinds of room which provides AC and bathroom inside facilities?
2. There are three men who will spent the night in this hotel with budget 200.000, which room is suitable with their money?
3. How much is the range of minimal and maximum price to rent a room in this hotel?
4. There is a family consists of 4 people. They are planning to stay in this hotel. The facilities asked are television, AC, and bathroom inside. Which room is suitable for them?
5. How much is the total price that should be paid for 2 nights?

### **Text 6**

**Answer the questions below correctly!**

#### **JADWAL PENERBANGAN MURAH PER JUNI 2012**

NO	WAKTU		MASKAPAI	PEMBERANGKATAN				HARGA (Rp)
	Hari	Tanggal		Departure		Arrive		
1	Jumat	8 Juni 2012	Batavia Air	Semarang	19.35	Jakarta	20.35	315,400.00
2	Sabtu	9 Juni 2012	Sriwijaya Air	Semarang	18.20	Jakarta	19.20	339,999.00
3	Minggu	10 Juni 2012	Batavia Air	Jakarta	18.00	Semarang	19.00	375,400.00
4	Senin	11 Juni 2012	Garuda	Jakarta	05.55	Semarang	06.55	450,000.00
5	Jumat	15 Juni 2012	Batavia Air	Semarang	19.35	Jakarta	20.35	405,500.00
6	Sabtu	16 Juni 2012	Sriwijaya Air	Semarang	11.20	Jakarta	12.20	390,000.00
7	Minggu	17 Juni 2012	Batavia Air	Jakarta	18.00	Semarang	19.00	345,000.00
8	Senin	18 Juni 2012	Sriwijaya Air	Jakarta	07.10	Semarang	08.10	340,000.00

**Questions:**

1. When does the Batavia air fly away?
2. When does the Garuda Airline flight form Jakarta to Semarang?
3. There are three people who will go to Jakarta from Semarang with Sriwijaya Air. How much does the cost?
4. If they departure from Semarang at 19.35. what time will the plane arrive in Jakarta?

### **Text 7**

Plan a trip schedule and a hotel reservation for your boss (including the transportation types, hotel reservation, and price) who will have a visit to Jogjakarta during 2 days. Your boss office is in Jakarta.

### **Text 8**

You are the owner of Efisiensi rent car. Make a rent car price list completed with the types, the length of the rent time, etc. for the advertisement to promote your bussiness in the electronic media.

## **KEY ANSWER**

1. –

2. –

**3. Answer the questions below correctly!**

1. Argo Gede Train from Gambir (09.35) - Bandung (12.15)
2. Purwojaya
3. 7 hours 38 minutes
4. Rp. 75.000,00
5. Argo Gede and Parahyangan
6. Rp. 110.000,00

**4. Answer the questions below correctly!**

1. Mandala
2. 06.00; 07.45; 09.20; 10.15; 12.20; and 14.25
3. 06.15
4. 08.45
5. 1 hour
6. 14.45

**5. Answer the questions below correctly!**

1. Mawar Room, Edelweys Room, Teratai Room
2. Suplier Room
3. Rp. 60.000,00 - Rp. 250.000,00
4. Teratai Room
5. Rp. 500.000,00

**6. Answer the questions below correctly!**

1. Jumat and Minggu
2. Senin, 11 Juni 2012
3. Rp. 1.020.000,00
4. 20.35

**7. Student's worksheet**

**8. Student's worksheet**

## **B. APPENDIX 2**

### **FIELD NOTES**

## **Field note**

### **1. Vignette**

The researcher went to the school at SMK N 1 Godean, and then met the English Teacher of XI Office Administration 2 Class. The teacher asked the researcher to follow her to the class. When they came to the class, the situation in the classroom was crowded. So many activities were done by the students. There were students who talked each other, played a game in the back corner, sat out the class, ate the snack, etc. Then the teacher greeted them by saying 'Assalamu'alaikum'. The students ran back to their own chair and accepted teachers' greeting by saying 'Wa'alaikumsalam'. After the situation was calm, the teacher introduced the researcher to the students. She said that there was a researcher who would take a research in this class. Then the teacher gave her the opportunity to introduce herself to the students. She told about her identity. When she introduced herself, some students were enthusiastic to know more about her by asking several questions and she answered it one by one. After they finished, she went back to her chair. She sat in the back of the class. After that, the teacher took the role again and then she distributed the students' exercise result in the previous meeting. The previous meeting lesson was about writing the experience during vacation. And the meeting today was discussing the result together. The teacher said that the fault of the students result was almost related to the grammar. She asked them about the obstacles met by the students during did the exercises. There was students said that the difficulties found during did the task was in the grammar and vocabulary finding. Then the teacher gave the explanation about the tenses. When she gave explanation about tenses, the students seemed understand about the teachers explanation but when they were asked to make their own sentences they got the difficulties again. When the researcher tried to see the writing result from students who sat near her, she saw that the arrangement of the sentences and paragraph were worse. If the researcher observed from the teacher's aspect, it seemed that the technique used by the teacher in teaching English was

monotonous. She just explained in the front with some writings on the whiteboard and the students just saw and listened to the teacher's explanation without any interaction between them. There were many students who looked passive in the classroom during the teaching-learning process. When delivering the explanation, the teacher also did not provide the media. In addition, the examples given by the teacher were fewer. During the teaching-learning process, most students paid attention to the teachers' explanation. On the other hand, there were several students who talked with their friends. There was no specific textbook provided for English lesson. The teacher only gave them some pieces of photocopy materials. After the teacher explained the formula about the tenses and gave several examples of the tenses used, she changed to discuss about another topic, and the topic discussed was planning in the future. She explained the tenses used in this topic and gave the examples verbally. She asked them whether they understood or not, and they said that they did. Then she asked them to write their plan in the future based on the theme. After ten minutes, the bell rang. It meant that the class was over. She asked them to finish their work at home, and then she closed the meeting by saying wassalamualaikum.

## **2. Pre-test**

The researcher entered to the classroom after the teacher closed the lesson in the first session. It was because the researcher only needed the last session for giving pre-test to the students. The pre-test was used to measure the students' achievement before implementing the action. It would be compared with the post-test result in order to know the improvement of the students' ability in writing. The researcher entered and greeted the students by saying assalamualaikum, and then they answered walaikumsalam. The situation in the classroom was still calm down and they still sat on their own chair. Researcher looked at the attendance list and the amounts of the students were complete. After that, the researcher distributed the pre-test sheet, consisted of the questions and the answer sheet. The questions were 3 items. The first question was about memorandum, the second

was about instruction, and the third was about list. The researcher gave them 30 minutes to finish their work and they should do the task individually. They may consult to the dictionary, LKS, or anything else if needed. During the process, there were several students who worked together, and then the researcher asked them to do the task individually. The researcher walked around to check the students' work. The time given was finished but they had not finished their work so the researcher gave them additional time approximately 15 minutes or until the time of take a rest. One by one the students had finished their work then the answer sheets were collected in the teachers' table. The students may take a rest.

### **3. Meeting 1 (Cycle 1)**

The researcher entered to the classroom and greeted the students. The situation in the classroom was crowded because it was the lesson change. There were students talking to other, cleaning the whiteboard, and going outside to buy some meals or going to the toilet. While waiting for the students who went outside, the teacher asked the students inside the classroom to sit on their chair and be ready for the English lesson. After the students complete and ready to follow the lesson, the teacher begun to build the students' attention. The researcher showed the examples of memo in a big size. She asked them to guessing by giving them some questions such as what kind of text it was, where we meet it, when we usually use it, for what situation we usually use it, what the aspects consisted in that text were. The students answered the questions helped by the teacher. The students seemed enthusiastic in following the lesson and they paid attention to the topic discussion. Then the teacher showed another example of memo. They asked once again with the questions before. It was aimed to make them really understand about the concept and the content of the text. By understanding the concept, they were expected to make a memo correctly and appropriate to the situation. The next step was giving them the exercises on vocabulary. They showed some new words in the front. The words were related to the next texts. They were asked to find the Indonesian meaning by matching the correct meaning that available in the box. They were not allowed to check the



meaning in the dictionary first. They had to find the meaning as they can. They had to try to answer it without any help. After the questions were answered, then the teacher together with the students discussed the answers. After that, the students were allowed to check the dictionary to make sure that the answers were true or false. The next activity was showing them the jumbled memo. They were asked to make it became correct. One by one the students tried to answer the questions. After finished it, they discussed together. Then, the teacher gave them a paper consisted of the incomplete memo. They were asked to make a group of four. They should fill in the blank space by the word or phrase available in the box. During the process, the teacher walked around to check the students' work. Some students used the time given to discuss the answer, but some of the other students used the time to talk with other and it made noisy in the classroom. The teacher warned them to do the task and not to talk to other anymore. After they finished the work, they should present their answers group by group and discussed the answers together. The teacher gave them the other exercises and asked them to do in pairs. They were asked to make a memo based on the situation given. The situation was decided by the teacher. They may consult with the dictionary if needed. During the process, the teacher walked around to check them. Sometimes there were some students got the difficulties in finding the meaning or the correct word, then they asked the teacher. The teacher helped them in finding the words. During the process, the class situation was crowded. Some students did the task, but several students else did not do the task, they only talked to other, even there was a student who sleep in the class. The teacher reproved the students who made a noisy or slept in the classroom. After finished, the teacher asked them to change their work to other group. They should check their friends' work by class discussion. The last was making the memo individually. The teacher gave them some situation randomly. The students made a memo based on the situation they get. They were allowed to consult with the dictionary but they were not allowed to do the task together. After they had finished, they collected the result to the teacher. After all tasks were collected, the teacher closed the lesson by saying wasalam

#### **4. Meeting 2 (Cycle1)**

The situation outside the classroom was crowded because several students sat and had a talk there. They were not only the original students of AP2 but also there were several students from another class. They gathered there because it was the time changing. They used the interlude of the time by gathering and talking. Meanwhile, there were also some students who went to canteen to buy some meals or drinks. The researcher greeted them. She entered the classroom and greeted the students inside the class. The situation in the classroom was also looked a little bit quiet, only several students who stayed in the classroom. After the researcher came, the students who sat outside entered the class and sat on their own chair. The condition was calm down and the students were ready to follow the lesson. The teacher began the lesson. The teacher built the students' attention by showing the examples of instruction in a big size. As the steps in the previous meeting, she asked them to guess the text by giving them some questions such as what kind of text it was, where we meet it, when we usually use it, for what situation we usually use it, what the aspects consisted in that text were. The students answered the question by the assistance of the teacher. The students looked happy in following the process of learning. It was proven by they answered the teachers' questions together although there were several students who did not speak up. They were paid attention to the topic discussion. Then the teacher showed another example of instruction. They asked once again with the same questions like before. It was aimed to make sure that they really understood about the concept and the content of the text. After drilling the questions, the next step was giving them the exercises of vocabulary. They showed some new words in the front. The words were related to the next texts. They asked to find the Indonesian meaning by matching the correct meaning available in the box. They were not allowed to check the meaning in the dictionary first. They had to find the meaning as they can. They had to try to answer it without any help. After the questions were answered, then the teacher together with the students discussed the answer. Here almost the students were still enthusiastic, although there were

several students looked tired and they took their head on the table. After they guessed all the meaning, then the students were allowed to check the dictionary to make sure that the answer were correct or not. The next activity was showing them the jumbled instruction text. They were asked to make it became correct. One by one the students tried to answer the questions. The teacher pointed the students talking to answer the questions. It was aimed to get their attention. After finished then the result were discussed together. The teacher gave them a paper consists of the incomplete instruction text. They were asked to make a group of four. They should fill in the blank space by the word or phrase available in the box. During the process, the teacher walked around to check the students' work. Some students used the time given to discuss the answer, but some of the rest used the time to talk with the other and it made noisy in the classroom. The teacher warned them to do the task and not to make a noisy in this class. After they finished the work then they should present their answers group by group and discussed the answers together. The teacher gave them the other exercises and asked them to do in pairs. They were asked to make an instruction based on the title given. They may consult with the dictionary if needed. During the process, the teacher walked around to check them. Sometimes there were some students got the difficulties in finding the meaning or the correct word. They asked the teacher. The teacher helped them in finding the words. During the process, the class situation was crowded. Some students did the task, but several students else did not do the task, they only talking to other, even there was a student who sleep in the class. The teacher warned the students who made a noisy in the classroom. After finished, the teacher asked them to change their work to other group. They should check the students' work then they discussed the answers together. The last was making the instruction individually. The teacher gave them some title randomly. The students made an instruction text based on the situation that they get. They were allowed to consult with the dictionary but they were not allowed to do the task together. After they finished, they collected the result to the teacher. After all of the tasks were collected, the teacher closed the lesson by saying wasalam.

### **5. Meeting 3 (Cycle 1)**

The teacher entered the class, the situation in the class was crowded and a little bit smell because the subjects before was physic. They looked so tired. Even there were some students had a meal in the classroom. It made the smell became not clear. The teacher tried to greet them by saying assalam and they were answered wa'alaikumsalam. They still looked busy on their business, the teacher waited until the class was calm. After the condition was calm down, the teacher built the students' attention by showing the examples of list in a big size. As the steps in the previous meeting, she asked them to guess the text by giving them some questions such as what kind of text it was, where we meet it, when we usually use it, for what situation we usually use it, and what the aspects consisted in that text are. The students answered the question by the assistance of the teacher. They answered the question not enthusiastically. In this meeting the students seemed not interested in following the lesson. Perhaps it was because they were still tired after physic class. The lesson was continued by showing another example of list. They were asked once again with the same questions like before. It was aimed to make sure that they really understand about the concept and the content of the text. After drilling the question, the next step was giving them the exercises of vocabulary. They were showed some new words in the front. They were asked to find the Indonesian meaning by matching the correct meaning available in the box. They were not allowed to check the meaning in the dictionary first. They had to find the meaning as they can. They had to try to answer it without any help. After the questions were answered, then the teacher together with the students discussed the answer. Here almost the students were still enthusiastic in this class although there were several students looked tired and they took their head on the table. After they guess all the meaning, the students were allowed to check the dictionary to make sure that the answers were correct or not. The next activity was showing them the jumbled instruction text. They were asked to make it became correct. One by one the students tried to answer the questions. The teacher pointed the students who were talking to answer the

question. It was aimed to get their attention. After finished, the results were discussed together. The teacher gave them a paper consisted of the incomplete instruction text. They were asked to make a group of four. They should fill in the blank space by the word or phrase available in the box. During the process, the teacher walked around to check the students' work. Some students used the time given to discuss the answer, but some of the other students used the time to talk with other and it made noisy in the classroom. The teacher warned them to do the task and not made a noisy in this class. After they finished the work, they should present their answer group by group and discussed the answer together. After that, the teacher gave them the other exercises and asked them to do in pairs. They were asked to make an instruction based on the title given. They may consult with the dictionary if needed. During the process, the teacher walked around to check them. Sometimes there were some students got the difficulties in finding the meaning or the correct word. They asked the teacher. The teacher helped them in finding the words. During the process, the class situation was crowded. Some students did the task, but several students else were not do the task, they only talking to other. Even, there was a student who sleep in the class. The teacher warned the students who made a noisy in the classroom. After finished, the teacher asked them to change their work to other group. They should check their friends work then discussed the answers together in a class discussion. The last was making the instruction individually. The teacher gave them some title randomly. The students made an instruction text based on the situation that they get. They were allowed to consult with the dictionary but they were not allowed to do the task together. After they finished, they collected the result to the teacher. After all task had been collected, the teacher closed the lesson by saying wasalam.

## **6. Meeting 4 (Cycle 2)**

Researcher got in to the class and greeted the students. The students replied the greeting. It was same like the last condition, the classroom were crowded, because it was the lesson's turning. Nevertheless, there were no students who were outside of the class. They just chatted with their friends. Then, the

researcher conditioned the students by asking the students whom were absent today. The researcher started to engage the students to get in the lesson. She pointed the big text in the board. The text was about memos. The memos taught today were more simple than the memos before and also the content and the language were more easy to be understood. It was hoped that the students could grasp the texts easily. The researcher asked the students what the function of memo was, when we use it, what the grammar used was, what the meaning of a certain word was, and so on. Most of the students seemed well focused on their learning in the class. Eventhough, there were some students who did not follow the learning process inthe class. There were some students who laid their head on the table, chatted with their friend, redressed their vails, or wrote something on their book. After the researcher and the students discussed the first text, the researcher then, pointed the memo on the board. She asked the same questions as the previous text did. The students were drilled with the repeton of the same questions so that they could really comprehend the material given. She also tried to make some interactions with the students who had no passion in following the lesson. The researcher introduced the students about the simplest formula to memorize the tenses. When she was explaining in the front, there were some students who were not clear with the lesson. They asked the researcher to reexplain again. The researcher repeat the explanation until they understood. After all of them could understand it, she pointed again the big text in the board consisted of the exercises on the vocabulary. The students were asked to match the words with their meaning. In this exercise, almost all of the students were active to answer each of the questions. They were anthusiastic to answer the questions. They pronounce the answers, and the researcher wrote them on the board. After finished, they discussed the answer whether it was correct or not. The students were allowed to open the dictionary to check the answer. Next, the researcher gave the task on grammar. She gave a text to the students, and ordered them to choose the correct answers available in the brackets. They should choose the correct answer in order to make the memo well written. The text was provided in the big size and was stuck on the board. The researcher gave a change for the

students who were brave enough to go forward and answered the questions on the board. If their answer was correct, they would get a star. Some students began to be brave to answer the question in front of the class. After all the questions were answered, the researcher and the students discussed the students' work. Then, she gave a task again with the same form of questions. They did the task in a group work consisted of four students. In the beginning, the condition was almost quite. They just discussed the answers. However, it became worse. The students started to be crowded. There were some students who were still discussing and some of the rest were chatting with their friends in their group. The researcher warned the students who were chatting. After they finished, they discussed the answers together with the teacher. Next, the students were given a task to fill the blank space with the answers provided. They still did it in their group. The class was in a conducive condition. Once in a while, the researcher walked around to check the students' work. After they finished, they discussed them together.

The researcher gave the same task as before, which was the task on fill in the blank space. Yet, the students were asked to do the task in pairs. After the students finished all the work, the researcher offered the students to go forward and present their work. The students, who could do it, could get a star. They went forward quickly, competing to be the fastest to did it. Then, they discussed the work together. Still works in their pairs, the students were ordered to make a simple memo. They were given a certain situation and given 10 minutes to finish their work. The students then, exchanged their work to correct their friends' work and discussed the answer together with the teacher. Last, the researcher gave an individual situation. That situation was used to be a standard to make a memo. The time given to do the work was until the class off. After the bell had rung, the researcher asked them to collect the work. She also gave a conclusion on today's lesson. It was ended by saying wassalam.

## **7. Meeting 5 (Cycle 2)**

The bell of archival subjects was rung, but the teacher of that subjects had not closed the class yet. The researcher just waited him in the front of the class. It was not so long to wait. Several minutes after it, the teacher ended the class and went outside. The researcher then, entered the classroom, the situation was still quiet. The researcher gave some jokes to break the ice, so that the students were not strained anymore and could receive the next lesson. After the situation was melting, the researcher got in to the next learning. She pointed the big text about instruction and it had been stuck on the board. The researcher built their attention by asking about the text, its function, the grammar, vocabularies used, etc. The students could answer them well. After that, the teacher pointed the other texts and the students were asked to compare them. The researcher still asked the same questions as before. They seemed more interested to study the text than the text that had been given in cycle 1. Maybe, it was because the text in this day was more familiar with them and this kind of text were often met by them due to their department program. The questions about the instructions were repeated again and again so that the students could understand the material. Next, she showed the text relating to the vocabulary. They were asked to match the words with their meaning. The tasks were written on the board. The researcher gave a change for the students who wanted to be a volunteer to do the work in front of the class. Like the last meeting, they would get a star if their answer was correct. They competed enthusiastically to answer the questions. There were some numbers which were blank because the students could not do them. They discussed them with the teacher. The students may check the answers with their dictionary. After finished in discussing the work, the researcher gave a jumbled text in the board. The students were asked to rearrange the sentences in a good order. They tried to answer the questions together. Meanwhile she wrote the answers on the board by writing the order of the numbers. Then, they discussed the answers. The condition of the class was crowded, but it was conducive. Almost of the students followed the lesson actively, though there were some who did not pay attention. The



researcher then, gave them a task related to grammar. The students were asked to choose the correct answers in the brackets. This work was done in groups. It did not need much time to finish it. The result was discussed all together. Next, they were given a task again in the form of a jumbled text. They were asked to arrange the steps to fold a letter correctly. This was a group work. To ease the students in comprehending the steps, the researcher showed some pictures relating to the correct steps to fold a letter. By seeing the steps in the picture, the students were hoped to be helped in arranging the jumbled sentences. After finished, the researcher gave them an offer to do the work in front of the class. Again, they would get a star if they could do the work. They snatched away to do the task. After they finished in writing the answers, the researcher discussed them in class discussion. Next the researcher gave a task with a certain situation. The students were asked to make a simple instruction based on the situation given with their pairs. The finished work was exchanged with the other pairs. It had been corrected and discussed together. The last was individual task. They were given a situation and they had to make a text based on the situation given. After they finished in doing the task, they were asked to submit the work. The bell rang, it meant that the class was over. The researcher closed the class by giving a conclusion and parted them by saying wassalam.

## **8. Meeting 6 (Cycle 2)**

The researcher entered the classroom. Some of the students were not in the class. She asked the students, where the other students were. They answered that some students were still in the canteen some of them were in the toilet. She asked one of the students to go after them and persuaded them to go back to the classroom immediately. For about five minutes, all of the students were in the class, the situation was quiet. She opened the lesson by greeting them and they replied it. Then, she pointed the text in the board. It was about lists. She built their attention by asking some questions about list. They pay attention on the questions and her explanation. They were focused on the text in front of the class. After that, she pointed another text. The questions were repeated again so that they

understood the materials. Then, she provided another text again in the board. They had to answer the questions given based on the text provided. They seemed enthusiastic and were not bored with this kind of activities. Perhaps, it was also because the text was familiar. She gave them a text again, with the same type. They were asked to comprehend the text and find the information related to the text to answer the questions. They did it in their group. When they were discussing, they were not crowded. They enjoy in doing the task. They discussed the work after they had finished. Next, she gave a task again in the form of a text with the same questions and had to be done in pairs. They answered the questions based on the information in the text. After finished, she offered volunteer to write the answers in front of the class. The students with correct answers would be given a star. She gave a chance for the students who never went forward to answer the question and got a star. After the answers were all written down in the board, they discussed them together. Next, she gave a task and it had to be done in pairs. The students were given a situation and they had to make a list based on the situation given. The result would be exchanged with the other pairs; it would be corrected and discussed all together. The last task was the individual work. The students were asked to make a list based on a certain situation. They were given time until the class was over. Finally the bell rang and they had to submit their works. While submitting their works, they were given a conclusion from the researcher. She ended the class with wassalam.

## **9. Post-test**

The researcher asked the teacher to have an additional 45 minutes to finish her research. The students were given a post test and questionnaire. The post test's questions were same as the pre test's. They were given 30 minute to answer the questions. The rest of the time was used to fill the questionnaire. After finishing all of the work, the researcher said good bye for the students and gave the students some prize to whom had collected the most stars. In addition, the researcher also gave a kenang-kenangan for the students of XI-2 ADP.

# **C.APPENDIX 3**

## **INTERVIEW GUIDELINES**

### **STUDENTS INTERVIEW GUIDELINE**

1. Hai, nama kamu siapa?
2. Boleh tanya bentar ga?
3. Gimana tadi belajarnya?Menyenangkan ga?
4. Kalau menyenangkan kenapa? Kalau tidak menyenangkan kenapa?
5. Barusan kita belajar tentang apa?
6. Menurut kamu gimana dengan latihan soal-soalnya? Sulit ga?
7. Pertanyaan yang diberikan membingungkan ga?
8. Waktu yang aku berikan buat mengerjakan latihan cukup ga?
9. Kamu bisa mengerjakan dengan baik?
10. Buat latihan vocabulary nya gimana sulit ga?
11. Kalau yang latihan soal yang banyak menggunakan grammar tadi gimana?  
Ada kesulitan ga dalam mengerjakan?
12. Kalau ada kesulitannya dimana?
13. Tadi kan ada tugas yang suruh dikerjakan kelompok, nah menurut kamu  
gimana? Menyenangkan ga?
14. Kalau iya kenapa, kalau ga kenapa?
15. Terus dengan penyampaian materi menggunakan teks besar di depan  
papan tulis gimana? Jadi tambah jelas atau tambah bingung?
16. Kamu senang ga?
17. Belajar dengan banyak teks tadi menyenangkan atau membingungkan?
18. Bosan ga belajar dengan banyak teks?
19. Ok, thank you..

## **TEACHER INTERVIEW GUIDELINE**

### **OBSERVATION**

1. Di kelas ngajar writing pakai metode apa?
2. Lalu praktek penugasan writingnya gimana bu biasanya?
3. Suka ada games waktu pelajaran tidak bu?
4. Untuk hasil writing siswa sendiri gimana bu?
5. Apakah ibu telah menerapkan metode Text-Based Instruction dikelas?
6. Ada buku paket atau Lks yang dipakai untuk acuan belajar tidak bu?
7. Ada silabusnya bu?
8. Ibu ngajar sesuai dengan urutan di silabus tidak?
9. Pengaplikasian materinya, sesuai dengan silabus tidak bu?

### **ACTION**

1. Bagaimana cara mengajar saya bu?
2. Bagaimana cara penyampaian materi saya?
3. Bagaimana dengan metode yang saya pakai?
4. Menurut ibu teks yang saya berikan terlalu banyak atau tidak?
5. Untuk waktu yang disediakan menurut ibu gimana?
6. Ada masukan tidak bu untuk saya terkait dengan pengajaran di kelas, baik itu materi, cara penyampaian materi, atau teknik dalam mengajar?

**D.APPENDIX 4**  
**STUDENTS INTERVIEW**  
**TRANSKRIPTS**

## **STUDENT'S INTERVIEW TRANSKRIPT**

### **• STUDENT 1**

R: *Hai, nama kamu siapa?*

(Hi what's your name?)

S: *Puji*

(Puji)

R: *Boleh nanya-nanya ga?*

(May I ask you?)

S: *Boleh dong Mbak*

(Of course)

R: *Ngomong-ngomong gimana tadi belajarnya? menyenangkan ato membosankan menurutmu?*

(By the way what do you think about this lesson? Enjoyable or boring?)

S: *Menyenangkan*

(Enjoyable)

R: *Kenapa bisa menyenangkan?*

(Why?)

S: *Soalnya pake contoh Mbak trus contohnya juga banyak jadi aku ga bingung*

(Because there were many examples, so I was not confused)

R: *O gitu..suka ga pembelajaran yang kayak gini?*

(I see..do you like this kind of learning?)

S: *Suka Mbak. Mending kayak gini dari pada yang ngajar Bu Jar*

(Yes, I do. I think it is better than Bu Jar's way in teaching)

R: *Barusan kita belajar tentang apa?*

(What have we learned just now?)

S: *Tentang memo Mbak.*

(It's about memos Miss.)

R: *Sulit ga memahaminya?*

(Was it difficult to comprehend?)

S: *Agak sulit Mbak. Soalnya bacaan terlalu panjang, butuh banyak waktu buat ngartiin kosakata didalamnya.*

(It's rather difficult Miss. The texts were too long. So, I needed some more time to translate the words.)

R: *Menurut kamu gimana dengan latihan soal-soalnya? Sulit ga?*

(What do you think about the tasks? Were they difficult?)

S: *Sulit Mbak.*

(Yes, Miss.)

R: *Pertanyaan yang diberikan membingungkan ga?*

(Were the questions and orders in the task upsetting you?)

S: *Kalau pertanyaannya sih ga membingungkan Mbak.*

(No, Miss.)

R: *Gimana tadi waktu yang diberikan buat latihan writing? Cukup nggak?*

(Was the time given for the writing exercise enough?)

S: *Wah kurang Mbak.*

(Wah, it was insufficient, Miss.)

R: *O, masih kurang ya? Padahal udah banyak banget loh tadi waktu yang diberikan. 45 menit kan?*

(O, insufficient? I think I had given a plenty of time to do the exercises. It was 45 minutes, wasn't it?)

S: *Iya sih, tapi tetep masih kurang Mbak. Soalnya butuh waktu buat nyari kata dulu di kamus. Terus ngrangkai katanya itu juga susah mbak. Jadi tadi aku kurang waktu buat ngerjain.*

(Yes, you're right, but it was still insufficient, Miss. I needed more time to find some difficult words in the dictionary. Then, we had some difficulties to arrange the words into the good order. So, I had insufficient time to do the exercises.)

R: *Jadi tadi yang tugas individunya kamu belum selesai?*

(So, for the individual work, you haven't finished yet?)

S: *Belum Mbak, kurang dikit*

(No, I haven't.)

R: *Buat latihan vocabulary nya gimana sulit ga?*



(And for the vocabulary tasks, were they difficult.)

S: *Ga begitu sulit sih.*

(Not that much.)

R: *Gimana tadi waktu ngerjain latihan membuat memonya? Sulit ga?*

(How do you think about the exercise on writing a memo? Was it difficult?)

S: *Susah Mbak. Gak bisa.*

(Yes, Miss. I couldn't do it.)

R: *Kok gak bisa? Kamu gak paham sama pertanyaannya atau gimana?*

(Why? Did you understand the questions?)

S: *Kalau pertanyaannya sih paham Mbak, tapi ngerjainnya yang gak bisa mbak. Aku bingung ma tensesnya.*

(Yes, I did. But I didn't know how to answer them. I was confused using the tenses.)

R: *Bingung gimana?*

(Confused? What do you mean?)

S: *Bingung nentuin tenses mana yang harus dipakai, lagian aku juga ga begitu paham Mbak tentang tenses,hehe*

(I was confused to decide which tenses I should use. Moreover, I don't understand about the tenses yet.)

R: *Tadi kan ada tugas yang suruh dikerjakan kelompok, nah menurut kamu gimana? Menyenangkan ga?*

(I had ordered the students to work in groups, what do you think about that?)

S: *Menyenangkan Mbak kalau kelompokan.*

(That's really enjoyable Miss.)

R: *Lha kalo latihan-latihan soal yang tadi kamu kerjain gimana? Susah atau gampang?*

(How about the tasks you had done. Were they easy or difficult?)

S: *Gampang Mbak soalnya dikerjakan bareng-bareng,hehe. Tapi kalo yang tugas individu itu yang sulit. Ga bisa ngerjain Mbak.*

(They're easy because I did them together. But in individual work, I met the difficulties so I couldn't do it.)

R: *Lho?kenapa gak bisa ngerjain? pertanyaannya sulit dipahami po?*

(Why? Were the questions difficult to be understood?)

S: *Bukan karena pertanyaannya Mbak, tapi karena saya emang bingung bikin kalimat dalam bahasa inggris, soalnya grammarnya sulit,saya ga bisa,hehe kalau sama temen sekelompok kan bisa buat sharing jadi kalau bingung ada temen buat diskusi.*

(By grouping the students, the students can share their knowledge. If we confused, we tried to discuss with the other students.)

R: *Terus dengan penyampaian materi menggunakan teks besar di depan papan tulis gimana? Jadi tambah jelas atau tambah bingung?*

(What do you think about the using of big texts in the front?)

S: *Tambah jelas.*

(It made the texts clear)

R: *Kamu senang ga?*

(What was your feeling?)

S: *Seneng Mbak, jadi ada variasinya.*

(I'm glad, there was a variation in giving the lesson.)

R: *Bosan ga belajar dengan banyak teks?*

(You had learned using a lots of texts. Did you bored?)

R: *Agak bosan Mbak soale teksnya terlalu panjang jadi kayak cerita. Males Mbak mahaminnya.*

(Yes, but just a little bit. They were too long, like a story. I feel indolent to comprehend them.)

R: *Ok, thank you ya..*

(Okay, thank you)

S: *Sama-sama Mbak*

(You're welcome Miss.)

- **STUDENT 2**

R: *Hai, nama kamu siapa?*

(Hi, what's your name?)

S: Elva Mbak

(Elva, Miss)

R: *Boleh tanya bentar ga?*

(May I ask you something?)

S: *Boleh.*

(Yes, sure.)

R: *Gimana tadi belajarnya? Menyenangkan ga?*

(What do you think about the lesson?)

S: *Lumayan menyenangkan sih..*

(It's quite delighting.)

R: *Kok lumayan? Kenapa gitu?*

(Quite? Why?)

S: *Soalnya ada yang ga mudeng, ada yang mudeng. Setengah-setengah.*

(I understood the lesson halfly.)

R: *Yang ga mudeng yang bagian apa?*

(Where did you find the difficulties in understanding the lessons?)

S: *Yang teksnya panjang, trus banyak kata-kata yang asing yang gak familiar.*

(I found them in some texts which were long. There were lots of strange word which I was not familiar with.)

R: *Barusan kita belajar tentang apa?*

(What have we learned just now?)

S: *Memorandum, Mbak.*

(It's about memo Miss.)

R: *Menurut kamu gimana dengan latihan soal-soalnya? Sulit ga?*

(What do you think about the tasks? Were they difficult?)

S: *Soalnya sih bisa dipahami, tap nyari jawabannya yang agak sulit.*

(I can understand the tasks, but I can't answer the questions. They were rather difficult.)

R: *Kenapa sulit?*

(Why?)

S: *Ya kan harus baca banyak dan buat pusing.*

(It's because, I needed to read a lot and it made me dizzy.)

R: *Memmingungkan ya?*

(Were they confusing?)

S: *Iya.*

(Yes.)

R: *Waktu yang aku berikan buat mengerjakan latihan cukup ga?*

(Were the time given enough yet?)

S: *ga kok Mbak. Cukup aja. Cukup tapi mepet.*

(Yes, it is enough, Miss.)

R: *trus membosankan ga dengan waktu yang lama?*

(Was you bored with the long time given?)

S: *ga Mbak. Kita jadi gak terburu-buru buat ngerjain latihan soalnya. Kalo Bu Jar kan ngasih aku buat ngerjainnya dikit Mbak. Kalau belum selesai ya udah ditinggal trus ganti topic lain gitu.*

(No, we weren't. We were not in a hurry to do the exercises. Bu Jar usually gives us a little time to do the exercises, Miss. If we haven't finished, she just lets it left and changes to another topic.)

R: *Buat latihan vocabulary nya gimana sulit ga?*

(Were the vocabulary tasks difficult?)

S: *Ada yang ya ada yang ga. Kalo yang sulit itu karena kata-katanya gak sering digunakan jadi ga begitu cepet nangkapnya.*

(Some of them were difficult. It's because I rarely used that words, so, I can't grasp it quickly.)

R: *Kalau yang latihan soal yang banyak menggunakan grammar tadi gimana? Ada kesulitan ga dalam mengerjakan?*

(How about the grammar tasks? Was there any difficulties to do that?)

S: *Wah susah Mbak*

(Yes, they were.)

R: *Susahnya gimana?*

(In which part you found the difficulties?)

S: *Ya susah soalnya kalau udah dikasih soal bingung ngerjainnya, mau pakai tenses yang mana gitu mbak..*

(I felt confused when I faced the grammar exercises. I wasn't sure to choose the suitable tenses.)

R: *Lha kan tinggal disesuaikan sama waktunya*

(Just choose the appropriate tenses based on the time.)

S: *Iya sih Mbak, tapi tetep aja aku masih bingung, hehe*

(You're right Miss, but, I was still confused.)

R: *Oh, gitu..*

(Oh, I see.)

R: *Tadi kan ada tugas yang suruh dikerjakan kelompok, nah menurut kamu gimana? Menyenangkan ga?*

(I had asked you to do the works in a group, so what do you think about that?)

S: *Iya menyenangkan. Soale lebih gampang Mbak belajarnya.*

(That's nice. It was easier to understand the lessons Miss.)

R: *Lha kalo dari segi soal latihan yang tadi kamu kerjain gimana? Susah ga?*

(How about the task I gave to you?)

S: *Awalnya gampang Mbak tapi waktu dah suruh bikin memo sendiri itu yang bingung,haha*

(At the first I think it was easy but when you asked me to make a memo by myself, I began confused)

R: *Kenapa bingung?*

(Why?)

S: *Soalnya harus bikin sendiri Mbak, nah nyusun kalimatnya saya bingung. Pemakaian grammarnya itu lho Mbak yang saya gak bisa..bingung mau pake tenses yang mana,hehe*

(Because I had to make it by myself. Meanwhile I was getting confused in arranging the sentences. I got confused in deciding the tenses)

R: *Terus dengan penyampaian materi menggunakan teks besar di depan papan tulis gimana? Jadi tambah jelas atau tambah bingung?*

(How about the using of big texts in front of the class to deliver the material? Did they make you clear enough?)

S: *Lebih jelas. Ga bingung soalnya lebih focus.*

(Yes, Miss. I was not confused anymore, it made me focused.)

R: *Kamu senang ga?*

(What do you feel?)

R: *Seneng.*

(It's enjoyable.)

S: *Bosan ga belajar dengan banyak teks?*

(Did you feel bored to learn with lots of texts?)

S: *Bingung Mbak kalau kebanyakan teks soalnya yang dikerjakan jadi banyak.*

(I was confused if there were too many texts, because there would be too much questions.)

R: *Ok, thank you ya..*

(Okay, thanks)

S: *Ya Mbak.*

(Yes Miss.)

- **STUDENT 3**

R: *Hai, nama kamu siapa?*

(Hi, what's your name?)

S: Lusi Irawati

(Lusi Irawati)

R: *Boleh tanya bentar ga?*

(May I asked you something?)

S: *Boleh Mbak.*

(Of course)

R: *Gimana tadi belajarnya? Menyenangkan ga?*

(How was your learning? Was that enjoyable?)

S: *Menyenangkan Mbak. Asik kok.*

(Yes Miss.)

R: *Barusan kita belajar tentang apa?*

(What have we learned just now?)

S: *Instruksi, Mbak.*

(We have learned instructions, Miss.)

R: *Gimana tadi latihan soal membuat instruksinya? bisa?*

(How about the task in instruction? Could you do that?)

S: *Bisa Mbak, gak begitu susah kayak pas bikin memo*

(Yes, I could. It was not as hard as in making memo)

R: *Gak susahnya kenapa? bisa dijelaskan?*

(Could you explain to me?)

S: *Kalau di instruksi kan tenses yang dipakai cuma satu dan cuma itu Mbak, jadi gak bingung. Kalau di memo kan bisa bermacam-macam tenses dipakai.*

(In instruction the tenses used only one formula, but in making memo there were several formulas used so I got confused.)

R: *Emangnya tenses yang dipakai di instruksi apa coba?*

(What is the tense used in instruction?)

S: *Simple present tense kan Mbak?*

(Simple present tense, right?)

R: Good..

(Yes, good)

R: *Waktu yang aku berikan buat mengerjakan latihan cukup ga?*

(Was the time given enough?)

S: *Cukup. Karena soale tidak membutuhkan waktu yang lama untuk memahami setiap pertanyaan dan untuk menjawabnya.*

(Yes. I didn't need much time to comprehend and do the tasks given)

R: *Kamu bisa mengerjakan dengan baik?*

(Could you do that?)

S: *Bisa.*

(Yes.)

R: *Terus gimana dengan latihan nya tadi? Susah gak?*

(How about the exercises? Were them difficult?)

S: *Lumayan gampang Mbak.*

(They're quite easy, Miss.)

R: *Gampangnya gimana? Kamu tadi tau artinya semua?*

(In which part? Did you know all the meaning?)

S: *Ga sih Mbak, cuma sebagian aja, yang sisanya cuma kira-kira, hehe*

(No, I didn't, I just knew some words, the rests, I just guessed the meaning.)

R: *Kamu familiar ga ma kata-kata yang tadi?*

(Were you familiar with the words.)

S: *Ya ada yang familiar ada yang ga*

(Yes, some of them were familiar, but there were also some which were not familiar.)

R: *Tapi so far kamu paham kan?*

(So far, you understood the lesson, didn't you?)

S: *Iya, paham Mbak*

(Yes, I understood, Miss.)

R: *Kalau yang latihan soal yang banyak menggunakan grammar tadi gimana?*

*Ada kesulitan ga dalam mengerjakan?*

(How about the grammar task? Did you find any difficulties?)

S: *Ga ada Mbak soalnya grammarnya mudah, ga berubah-ubah kayak di memo.*

(No. It's because the grammar used was easy and was not changeable as memo.)

R: *Emang ini tadi pakai tenses apa?*

(What tenses did you used?)

S: *Mmm...simple tense kan Mbak?*

(Simple tense, was it?)

R: *Iya betul..*

(Yes.)



R: *Tadi kana da tugas yang suruh dikerjakan kelompok, nah menurut kamu gimana? Menyenangkan ga?*

(I had asked you to work in group, what do you think about that?)

S: *Menyenangkan karena bisa bertukar pikiran terus ada debat kecil gitu deh.*

(I feel happy because I can share my thinking and there were a little debate between us.)

R: *Lha kalo dari segi soal latihan yang tadi kamu kerjain gimana? Susah ga?*

(How about the exercises? Was it difficult to answer?)

S: *Rada susah Mbak soalnya ga da gambarnya jadi tadi rada kesusahan ngerjainnya.*

(Little bit difficult because there was no picture so I met some difficulties in doing the exercise)

R: *O gt yah.. tapi dari segi pemahaman text yang dijelaskan km paham cara pembuatan instruksi?*

(I see.. but in fact did you understand the way how to make the instruction text?)

S: *Inshaallah paham Mbak*

(Yes, I did. Inshaallah)

R: *Terus dengan penyampaian materi menggunakan teks besar di depan papan tulis gimana? Jadi tambah jelas atau tambah bingung?*

(What do you think of the big texts using in the front?)

S: *Tambah jelas Mbak. Asik gak ngebosenin.*

(It made me clearer and did not get bored, Miss.)

R: *Iya po? Ga ngebosenin gimana maksudnya?*

(Did you? What do you mean?)

S: *Ya kan itu tadi kan teksnya banyak, dah gitu ganti-ganti juga teksnya jadi gak bosen gitu*

(There were lots of texts, besides, the texts were different, so, I was not boring.)

R: *Bervariasi gitu ya?*

(Did you mean the texts were vary?)

S: *He em*

(Yes.)

R: *Kamu senang dengan model belajar kayak barusan?*

(Did you enjoy it?)

S: *Iya Mbak.*

(Yes, Miss.)

R: *Ok, thank you ya..*

(Thank you)

S: *Ok Mbak*

(All right)

- **STUDENT 4**

R: *Hai, nama kamu siapa?*

(Hi, what's your name?)

S: *Dea*

(Dea)

R: *Dea, lagi ngapain?*

(What are you doing, Dea?)

S: *Ini lagi nyalin catetan pelajaran barusan Mbak*

(I'm copying the note of the material that had been learned)

R: *O..ngomong-ngomong gimana tadi pelajarannya?menyenangkan ga?*

(O..by the way how was the lesson that you learned? Did you enjoy it?)

S: *Iya Mbak menyenangkan*

(Yes, I enjoyed it)

R: *Trus membingungkan ga?*

(Was it confusing for you?)

S: *Gak kok Mbak*

(No, it was not)

R: *Kamu suka kalo belajarnya kayak tadi dengan banyak teks?*

(Do you like the learning process like this with many texts provided?)

S: *Iya Mbak.soalnya gak ngantukin,hehe*

(Yes, I do. I like it because it made me not feel sleepy,hehe)

R: *Udah paham step-step nya?*

(Do you understand the steps?)

S: *Paham Mbak.*

(Yes Miss.)

R: *Menurut kamu gimana dengan latihan soal-soalnya? Sulit ga?*

(What do you think about the tasks? Were they difficult?)

S: *Ga Mbak. Ga sulit kok.*

(No, Miss.)

R: *Bisa ngerjain?*

(Could you do them?)

S: *Bisaa.*

(Yes.)

R: *Gimana tadi soalnya? membingungkan ga?*

(How about the exercises? Was it confusing for you?)

S: *Ada beberapa yang bingung Mbak*

(Sometimes)

R: *Kenapa? bingungnya dimana?*

(Why? Which part that made you confused?)

S: *Itu lho Mbak teksnya kurang bisa dipahami soalnya itu diluar jurusan kita dan kita gak tau tentang teks itu.*

(The text was little bit difficult to be understood because the topic was out of our area.)

R: *Gak familiar maksudnya?*

(You meant it was not familiar, was it?)

S: *Nah iya mbak betul..hehe*

(That's right)

R: *Tapi kalo step-step pembuatan teks instruksi kamu paham ga?*

(Did you understand about the steps of making the instruction text)

S: *Iya Mbak saya paham kalo step-stepnya*

(Yes, I did)

R: *Good*

(Good)

*R: Waktu yang aku berikan buat mengerjakan latihan cukup ga?*

(Do you think that the time given to do the task was enough?)

*S: Cukup sekali.*

(Yes.)

*R: Menurutmu soal latihan vocabnya tadi susah ga?*

(What do you think about the vocabulary exercises? Were they difficult?)

*S: Nggak kok Mbak*

(No, Miss.)

*R: Tadi kamu bisa ngerjainnya?*

(You could do the exercises, couldn't you?)

*S: Bisa Mbak soalnya ngerjainnya juga bareng-bareng, yang ga bisa tanya temen trus diskusi gitu..*

(Yes, I could do the exercises. It's because I did them in a group. If I had some difficulties, I could discuss them with my friends.)

*R: Kamu paham ga?*

(Did you understand the lesson?)

*S: Iya paham Mbak*

(Yes, I did.)

*R: Jadi nambah ga kosakata kamu?*

(Did you increase your vocabulary?)

*S: Iya Mbak, ni yang aku belum tau aku catat..*

(Yes, Miss. If I didn't know the meaning, I would take a note.)

*R: Ok..*

(OK.)

*R: Kalau yang latihan soal yang banyak menggunakan grammar tadi gimana?*

(For the grammar task?)

*S: Gampang Mbak.*

(They were easy Miss.)

*R: Berarti ga ada kesulitan ya?*

(So, you haven't any problem, have you?)

*S: Enggak kakak..*

(No Miss.)

R: *Tadi kan ada tugas yang suruh dikerjakan kelompok, nah menurut kamu gimana? Menyenangkan ga?*

(There was a team work in our class, what do you think?)

S: *Menyenangkan.*

(It was exciting.)

R: *Kenapa menyenangkan?*

(Why?)

S: *Ya refreshing aja Mbak.*

(They were refreshing.)

R: *Refreshing gimana?*

(What do you mean?)

S: *Soalnya belajar instruksi itu ga terlalu banyak mikir kayak pas bikin memo. Jadi cepet selesai, hehe.*

(Studying instructions didn't need more efforts to think than memos. So, I've finished them quickly.)

R: *Terus dengan penyampaian materi menggunakan teks besar di depan papan tulis gimana? Senang ga?*

(Then, what do you think of the material given using the big texts in front of the class?)

S: *Seneng Mbak, tambah jelas. beda sama Bu Jar*

(Yes, I was happy and it made me more clearer. it was different from Bu Jar's teaching)

R: *Beda gimana?*

(What did you meant?)

S: *Lha kalo Bu Jar kan gak ada model-model kayak gitunya Mbak. Ngantukin. Bu Jar cuma nerangin trus ngasih tugas aja.*

(There was no media like you gave, Miss. It made me felt sleepy in following the lesson. She only explained the material then gave us the task)

R: *Kenapa tadi pas disuruh maju ke depan depan kamu gak maju?*

(Why you did not come forward when I asked you to answer the question in front?)

S: *Malu Mbak,hehe*

(I felt shy)

R: *Lho kenapa harus malu?*

(Why you felt shy?)

S: *Gak biasa maju e Mbak, takut salah,hehe*

(I never go forward, I'm afraid)

R: *Nah karena gak biasa, makanya mulai sekarang dibiasain aja ya..cuek aja,he.. ok?*

(Because you never go forward before, so starting from now please make it common and do not shy, ok?)

S: Ya Mbak

(Ok, Miss)

R: *Tadi menyenangkan ga belajar pake banyak teks gitu?*

(Did you enjoy the lesson about the list using many texts?)

S: *Menyenangkan kok Mbak*

(Yes, I did)

R: *Trus membingungkan ga?*

(Was it confusing for you?)

S: *Gak Mbak, orang banyak teksnya. Semakin banyak teks semakin paham mbak,hehe*

(No, it wasn't. a lot of texts made me understand better.)

R: *Bosan ga?*

(Were you bored?)

S: *Ga Mbak.*

(No, Miss)

R: *Ngantukin ga?*

(Did you feel sleepy?)

S: *Ga kok Mbak, malah asik.*

(No Miss. That's enjoyable.)

R:*Ok, thank you..*

(Thank you)

S:Your welcome

(Your welcome)

- **STUDENT 5**

R:*Hai, nama kamu siapa?*

(Hi, what's your name?)

S:Yuli

(Yuli)

R:*Boleh tanya bentar ga?*

(May I asked you something?)

S:*Iya Mbak boleh..*

(Yes, Miss)

R:*Gimana tadi belajarnya?Menyenangkan ga?*

(How was the lessons? Were they enjoyable?)

S:*Iya, menyenangkan.*

(Yes Miss.)

R: *Alasannya kenapa?*

(What is the reason?)

S: *Soalnya ada teks besarnya di papan tulis, jelas gitu lho Mbak.*

(Because there was a big text in the whiteboard. It was clear.)

R: *O..apakah kamu paham dengan belajar menggunakan teks kayak itu?*

(Do you get the point of the materials from those texts?)

S: *Iya.*

(Yes, I do)

R:*Barusan kita belajar tentang apa?*

(What have we learned just now?)

S:*List Mbak.*

(We have learned about List Miss.)

R:*Ada kesulitan belajar itu ga?*

(Do you have any difficulties?)

S:*Ga Mbak.*

(No Miss.)

R:*Gampang ga?*

(Were they easy?)

S:*Gampang banget Mbak,hehe.*

(Yes. They're really easy.)

R:*Menurut kamu gimana dengan latihan soal-soalnya? Sulit ga?*

(What do you think about the tasks? Were they difficult?)

S:*Ga Mbak.*

(No Miss.)

R:*Kenapa?*

(Why?)

S:*Karena kata-katanya familiar Mbak, ga asing gitu..*

(It's because the words used were familiar Miss, so, they were not strange to me.)

R:*Waktu yang aku berikan buat mengerjakan latihan cukup ga?*

(Was the time enough?)

S:*Cukup banget. Sisa banget malah Mbak.*

(Yes Miss, instead, I've done the tasks before the time ended.)

R:*Kamu bisa mengerjakan dengan baik?*

(Could you do that well?)

S:*Iya Mbak.*

(Yes.)

R:*Buat latihan vocabulary nya gimana sulit ga?*

(Do you think that the vocabulary task were difficult?)

S:*Gampang sih Mbak kan Cuma ngartiin trus nyari di kamus kalau ga tau artinya.*

(No, they were quite easy. I just translated them and searched the meaning in the dictionary if I didn't know the meaning.)

R:*Gimana tadi watu ngerjain secara kelompok? Senang ga?*

(Were you glad when I asked you to do the task in groups?)



S: *Seneng Mbak soalnya kalo ngerjain bareng-bareng bisa diskusi.*

(I was really glad, Miss. If we did that in groups, we would discuss the answer together.)

R: *Kamu enjoy ga dengan adanya belajar kelompok gitu?*

(Did you enjoy it?)

S: *Iya enjoy Mbak..gak membosankan*

(Yes, it was not boring.)

R: *Terus dengan penyampaian materi menggunakan teks besar di depan papan tulis gimana? Jadi tambah jelas atau tambah bingung?*

(Then, what do you think of the using of big texts in the blackboard?)

S: *Tambah jelas Mbak.*

(It made more clearer Miss.)

R: *Kamu senang ga?*

(Are you happy with it?)

S: *Seneng Mbak. Tapi ada yang kurang Mbak.*

(Yes Miss, but I think, you need to add something Miss.)

R: *Kurang apa?*

(What is it?)

S: *Ga ada gambarnya jadi kurang cepet bisa mengingat. Kalau pakai gambar kan lebih cepat paham Mbak kosakatanya.*

(There was no picture. Some pictures will help me to memorize. If you add some pictures, I think, the students will understand the words more quickly).

R: *Ok, besok ditambah ya.*

(Okay, next time I'll add them.)

R: *Bosan ga belajar dengan banyak teks?*

(Do you feel bored to study with lots of texts?)

S: *Ga Mbak.*

(No Miss.)

R: *Ok, thank you.*

( Thank you)

S: *Your welcome*

- **STUDENT 6**

R: *Hai nama kamu siapa?*

(Hi, what is your name?)

S: *Ana*

(Ana)

R: *Aku mau tanya nih, gimana tadi pelajaran tentang list nya? Menyenangkan ga?*

(I want to ask you, how about the lesson today? Did you like it?)

S: *Iya Mbak menyenangkan*

(Yes, I did)

R: *Kamu suka dengan cara pembelajaran yang kayak gitu tadi?*

(Did you enjoy the learning like this?)

S: *Iya Mbak aq suka soalnya ga ngebosenin dan soale tu singkat-singkat, simple.*

(Yes, I did. Because it made me not get bored and the lessons were short, so simple.)

R: *Menurut kamu gimana dengan latihan soal-soalnya? Sulit ga?*

(What about the tasks?)

S: *Gampang Mbak itu.*

(They were easy Miss.)

R: *Kenapa?*

(Why?)

S: *Soalnya itu kan bentuknya daftar table, ga perlu baca banyak kalimat jadi singkat.*

(Because, we just learned about the table lists form. The sentences were short, so, we didn't need much reading)

R: *Mudah dipahami ga?*

(Do you think that they are understandable?)

S: *Mudah banget lah Mbak.*

(Yes Miss.)

R: *Buat latihan vocabulary nya gimana sulit ga?*

(For the vocabulary tasks is there any difficulties?)

*S: Mudah dipahami juga soalnya kata yang dipakai itu kata yang digunain sehari-hari jadi gampang.*

(They were also easy to understand, because the words used were the daily words.)

*R: Waktu yang diberikan untuk mengerjakan cukup ga?*

(Do you think that the time given were enough?)

*S: Cukup Mbak. Malah sisa waktunya.*

(Yes Miss, instead, I've done the tasks before the time ended.)

*R: Tadi kan ada tugas yang suruh dikerjakan kelompok, nah menurut kamu gimana? Menyenangkan ga?*

(I have asked you to work in groups, what do you think about that?)

*S: Menyenangkan. Kalau kelompok tu gak harus mikir pusing. Mikirnya bareng-bareng, saling melengkapi.*

(Really exciting. If we were asked to work in groups, we didn't need to think the task by ourself, but we thinked them in group.)

*R: Terus dengan penyampaian materi menggunakan teks besar di depan papan tulis gimana? Jadi tambah jelas atau tambah bingung?*

(What do you think about the using of big texts in front of the class?)

*S: Ga bingung Mbak malah lebih tambah paham. Soale udah dikasih contoh plus dijelasin lagi.*

(I think, they were good Miss. They made me more clearer. You gave me both examples, and also the explanation.)

*R: Bosan ga belajar dengan banyak teks?*

(Are you bored?)

*S: Ga Mbak. Asik kok. Jadi tambah paham. Lagian bervariasi juga.*

(No Miss, that's enjoyable. It made me more clearer.)

*R: Ok, thank you ya,*

(Thank you)

*S: Ya Mbak..*

(Your welcome, Miss)

- **STUDENT 7**

R: *Hai, nama kamu siapa?*

(Hi, what is your name?)

S: *Ikka. K-nya dobel lho mbak. Nama ika ada 3 soale di sini.*

(Ikka. Double letters of K, Miss. There are three persons named ika here).

R: *Baiklah. Ik-ka*

(Allright, Ik-ka.)

R: *Kenapa tadi waktu mengerjakan soal kamu ngobrol terus?*

(Why were you talking when I asked you to do the task?)

S: *Lha aku males e mbak, gak mudeng bahasa inggris apalagi pas tadi bikin teks*

(I was not interested Miss, I didn't understand the English, moreover when you asked me to make texts.)

R: *Gak mudeng gimana? Kan dikerjakan bareng-bareng to? Kalo kamu ngobrol terus mana bisa mudeng*

(What do you mean? I asked you to do it together with your friends, didn't I?)

S: *Iya sih*

(Yes, you're right.)

R: *Nah terus tadi kamu ngerjain apa?*

(So, what did you do?)

S: *Tadi yang ngerjain Rina mbak, hehe*

(Rina did the task, Miss.)

R: *Trus kamu ngapain?*

(Then, what about you?)

S: *Mmm....*

(Mmmm..)

R: *Ya udah, lain kali kalau ada tugas coba dikerjakan ya..jangan ngobrol mulu...kalau ga coba latihan gimana mau bisa nya, ok.. lagian kasihan yang lain tar terganggu..*

(Next time, when I give you a task, try to answer it. Don't chat. If you do not try it, how can you do that? Moreover, you may disturb the other students.)

*S: Ya Mbak*

(Ok, Miss.)

*R: Btw kenapa tadi kamu gak maju ke depan?*

(By the way, why you did not come forward to answer the question?)

*S: Wah takut salah e Mbak*

(I was afraid if my answer was wrong, Miss.)

*R: Ngapain takut salah? Kn tar juga dibahas sama-sama.*

(Why? We would discuss it later.)

*S: Ya itu Mbak takut e ki tar salah trus diketawain anak-anak*

(Yeah, that's why I felt afraid, if I my answer was wrong, the other students would laugh on me.)

*R: Ye..cuek aja lagi.. besok kalo ada soal di depan berani maju lho ya? gapapa salah kan tar dibenerin, ok?*

(Don't pay any attention to it. Next time, if there are tasks in the black board, you shouldn't be afraid to answer it forward. That's all right when your answer was wrong, we will make it right together.)

*S: Insyaallah Mbak..hehe*

(Insyaallah, Miss.)

#### • STUDENT 8

*R: Hai, nama kamu siapa?*

(Hi what's your name?)

*S: Dyah*

(Dyah)

*R: Boleh tanya bentar ga?*

(May I ask you something?)

*S: Boleh Mbak.*

(Yes.)

*R: Gimana tadi belajarnya? Menyenangkan ga?*

(How was your study?)

S:*Lumayan menyenangkan Mbak.*

(It was quite interesting.)

R:*Lumayan gimana?*

(What do you mean?)

S:*Sedikit lebih mudah yang ini daripada memo yang sebelumnya.*

(It was rather easier than memo.)

R:*Kenapa gitu?*

(Why?)

S:*Ya lebih simple dan ga banyak kalimatnya Mbak.*

(I think that it was more simple and didn't have too many sentences on it.)

R:*Kamu bisa mengerjakan?*

(Could you do it?)

S:*Bisa Mbak.*

(Yes.)

R:*latihan soal-soalnya gimana? Sulit ga?*

(What do you think about the tasks?)

S:*Sedikit sih Mbak, tapi so far so good lah, hehe.*

(I think they were a little bit difficult, but so far so good.)

R:*Yakin?*

(Are you sure?)

S:*Iya Mbak.*

(yes.)

R:*Latihan soalnya dibanding yang kemarin lebih mudah yang mana?*

(Which is easier? The last tasks or today tasks?)

S:*Yang sekarang dong, lebih gampang dipahami, hehe.*

(Absolutely today tasks Miss, they were easier to be understood.)

R:*Waktu yang aku berikan buat mengerjakan latihan cukup ga?*

(Do you think that the time given were enough?)

S:*Cukup Mbak, turah malah*

(Yes Miss, instead, I've done the tasks before the time ended.)

R:*Buat latihan vocabulary nya gimana sulit ga?*

(What do you think about the vocabulary tasks?)

S:*Lebih gampang. Lebih familiar.*

(They were easier and more familiar.)

R:*Grammar ada kesulitan ga?*

(Do you find any difficulties in grammar tasks?)

S:*Sedikit Mbak.*

(Yes, but it just a little.)

R:*Sedikit gimana?*

(What do you mean?)

S:*Ya sekarang aku jadi lebih paham habis dikasih rumus singkat tensesnya. Ya walaupun kadang masih sering rada bingung tapi rumus itu membantu banget Mbak.*

(Right now, I can understand more after you gave me the simplest formula about tenses. Eventhough sometimes I feel rather confused. But I think, the formulas helped me a lot Miss.)

R:*Tapi mulai ada kemajuan sekarang ya pemahaman tensesnya?*

(Is there any progress in you tenses comprehension?)

S:*Iya Mbak.*

(Yes Miss.)

R:*Lalu tugas kelompoknya gimana? Menyenangkan ga?*

(How about the group works?)

S:*Yang tadi temen-temennya pada pasif Mbak, aku yang ngerjain sendiri jadinya.*

(My friends were passive Miss, so, I just did the tasks by myself.)

R:*Tadi kamu dapat bintang ga?*

(Had you got a star?)

S:*Dapat Mbak tapi cuma satu.*

(Yes Miss, but I just got one.)

R:*Seneng ga belajar ada gamesnya?*

(Do you enjoy the game?)

S:*Seneng Mbak, jadi ga ngebosenin belajar bahasa inggrisnya.*

(Yes, it makes the English more fun.)

R:*Ok, thank you ya..*

(Thank you)

S:*Iya Mbak*

(Your welcome, Miss)

• **STUDENT 9**

R:*Hai, nama kamu siapa?*

(Hi, what's your name?)

S:*Wiji Mbak*

(Wiji, Miss)

R:*Boleh tanya bentar ga?*

(May I ask you?)

S:*Iya Mbak.*

(Yes Miss.)

R:*Gimana tadi belajarnya?Menyenangkan ga?*

(How was the lesson?)

S:*iya Mbak.*

(Yes, Miss.)

R:*Menyenangkan gimana?*

(What do you mean?)

S:*Asik aja ada games di pelajaran. Trus teksnya lebih mudah dipahami dan sekarang ada gambarnya juga, jadi lebih jelas*

(I enjoy the lessons because there was a game. the text was also easier to be understood and there were pictures, so it made more clearly)

R:*Jadi kamu paham pelajaran hari ini?*

(So it means that you undertood the lesson today?)

S:*Iya..*

(Yes)

R:*Kamu suka?*

(Do you like it?)



S:*Iya Mbak suka.*

(Yes.)

R:*Menurut kamu gimana dengan latihan soal-soalnya dibanding kemarin?*

(What do you think about the tasks? Were they more difficult than the tasks before?)

S:*Gampang Mbak, teks soalnya lebih familiar trus dapat variasi baru di dalam soal jadi ada rasa penasaran buat nyoba soal berikutnya.*

(They were easy Miss. The texts were familiar. I got new variation in doing the tasks, so I feel curious to try the next task.)

R:*Pertanyaan yang diberikan membingungkan ga?*

(Were the task confusing?)

S:*Enggak Mbak.*

(No Miss.)

R:*Waktu yang aku berikan buat mengerjakan latihan cukup ga?*

(Were the time given enough?)

S:*Cukup.*

(Yes.)

R:*Latihan vocabulary nya gimana ada kesulitan ga?*

(Do you have any difficulties in the vocabulary tasks?)

S:*Ga Mbak, vocabnya simpel, sering digunakan di kehidupan sehari-hari.*

(No Miss, the vocabulary used were simple, they were often to be used in the daily activities.)

R:*Kalau yang latihan soal grammar tadi gimana? Ada kesulitan ga dalam mengerjakan?*

(How about the grammar task? Do yo find any difficulties?)

S:*Ga Mbak.*

(No Miss.)

R:*Sama kemarin mudah mana?*

(Which one was more easy? Today's task or the last task?)

S:*Mudah yang sekarang Mbak.*

(I think, today's tasks were easier.)

*R:Tadi ada games gimana menurutmu?suka ga?*

(There was a game, do you like it?)

*S:Iya suka Mbak soalnya games nya bisa bantu aku jadi lebih mudah nangkap materi. Belajarnya juga jadi ga spaneng.*

(Yes Miss. It helps me to grasp the material given. I felt relax to do the tasks.)

*R:Waktu ngerjain tugas individu kamu bisa ngerjain dengan baik?*

(When you did your individual task, could you do it well?)

*S:Iya Mbak, bisa.*

(Yes Miss.)

*R:Ok, thank you ya*

(Thank you)

*S:Sip Mbak*

(OK, Miss)

- **STUDENT 10**

*R:Hai, nama kamu siapa?*

(Hi, what's your name?)

*S:Erni*

(Erni)

*R:Boleh tanya bentar ga?*

(May I ask you something?)

*S:Boleh Mbak.*

(Yes Miss.)

*R:Gimana tadi belajarnya?Menyenangkan ga?*

(How was the lessons? Was it interesting.)

*S:Iya Mbak.*

(Yes.)

*R:Menurut kamu gimana dengan latihan soal-soalnya? Sulit ga?*

(How was the tasks?)

*S:Gampang Mbak.*

(They were easy.)

R: *Pertanyaan yang diberikan membingungkan ga?*

(Were the questions confusing you?)

S: *Ga Mbak, mudah dipahami ko pertanyaannya, jawabnya juga ga sulit.*

(No Miss, they were easy to be understood, and not difficult to answer.)

R: *Ga suitnya gimana?*

(What do you mean?)

S: *Kan tinggal baca daftar table Mbak.*

(I just read the table list Miss.)

R: *Latihan vocabulary ada masalah ga?*

(Do you find any problem in the vocabulary task?)

S: *Ga ada Mbak.*

(No Miss.)

R: *Waktu mengerjakan cukup ya?*

(Was the time enough to do the task?)

S: *Iya cukup Mbak.*

(Yes.)

R: *Kan tadi ada games ya, menyenangkan ga?*

(I gave you games, was it enjoyable?)

S: *Menyenangkan Mbak*

(Yes, it was.)

R: *Apa alasannya kalo menyenangkan?*

(Why?)

S: *Ya kan kalo ada games kita belajarnya jd gak spaneng Mbak, gak stress gitu.*

(By using the games, we felt relax to study and didn't feel frustrated.)

R: *Tapi kamu jadi paham gak materinya? Tar jangan-jangan kamu lupa inti dari materi yang diajarkan?hehe*

(Do you understand the lesson? Did you remember about the material?)

S: *Paham kok Mbak. Justru dengan kayak gini ini Mbak menurutku jadi enak belajar bahasa inggrisnya, gak spaneng*

(Yes, I do. I can comprehend the lesson, Miss. I think, by the use of this game, it makes English becomes a relaxing lesson for me.)

R:*Kamu dapet bintang ga tadi?*

(Did you get any stars?)

S:*Dapet Mbak, ni ada 1.*

(Yes Miss. It is my star. I just got 1.)

R:*Oke, sip.. so far kamu paham kan dengan materinya yang disampaikan?*

(That's really good. So far, did you understand the material given?)

S:*Paham Mbak..*

(yes Miss)

R:*Makasih ya*

(Thank you)

S:*Iya Mbak sama-sama*

(Your welcome)

- **STUDENT 11**

R:*Hai, nama kamu siapa?*

(Hi, what's your name.)

S:*Dea Mbak*

(Dea, Miss)

R:*Boleh tanya bentar ga?*

(May I ask you?)

S:*Silahkan Mbak*

(Yes.)

R:*Gimana tadi belajarnya?Menyenangkan ga?*

(How was the lesson?)

S:*Menyenangkan.*

(It's enjoyable Miss.)

R:*Barusan kita belajar tentang apa?*

(What've we learned just now?)

S:*List Mbak.*

(It's about lists Miss.)

R:*Tadi listnya ada apa aja?*

(Can you mentions them?)

S: *Daftar harga ruang hotel, jadwal penerbangan, daftar sewa mobil, trus.....jadwal kereta api Jakarta-Bandung.*

(Price list of hotel room, flight scedule, price list to rent the car,... Jakarta-Bandung train scedule.)

R: *Membingungkan gak?*

(Do you get confused?)

S:*Gak, kata-katanya dan situasinya familiar banget.*

(The words used and the situations were so familiar.)

R:*Lebih gampang mana dari yang kemarin dipelajari?*

(Was it easier than the task before?)

S:*Lebih gampang ini sih Mbak. Kalau yang kemarin kan list nya tentang dunia masakan,hehe.*

(Yes Miss. It was easier. In the last lesson, the list was about the cooking Miss.)

R:*Oya gimana tadi dengan adanya games, menyenangkan atau membosankan?*

(What about the games? Do you like it?)

S:*Menyenangkan dong.*

(Yes, it was enjoyable Miss.)

R:*Alasannya?*

(Why?)

S:*Ya lebih jadi semangat belajar Mbak kalau pakai games. Lebih mudeng ngapalin vocabnya.*

(I feel more passion to study if using games. I can understand more and remember the words more.)

R:*Trus apa lagi?*

(What else?)

S:*Beda Mbak sama pelajarannya Bu Jar. Enakan ini.*

(It was different with the lesson given by Mrs. Jar. This was more enjoyable.)

R:*Oh ya?*

(Really?)

S:*Iya Mbak.*

(Yes Miss.)

R:*Ok deh thanks ya waktunya.*

(Okay, thanks for the time.)

S: *Ok Mbak*

(OK, Miss)

- **STUDENT 11**

R:*Hai, nama kamu siapa?*

(Hi what's your name?)

S:*Rista*

(Rista)

R:*Boleh tanya bentar ga?*

(Do you mind to discuss something?)

S:*OK*

(OK)

R:*Gimana tadi belajarnya?Menyenangkan ga?*

(What do you think about the lesson? Was that exciting?)

S:*Ya Mbak*

(Yes, Miss)

R:*Yang sekarang teks nya lebih mudah dipahami?*

(What do you think about the text? Is it more understandable than before?)

S:*Iya mudah*

(Yes, Miss)

R:*Gimana dengan vocab nya? Lebih familiar ga kata-katanya?*

(How about the vocabulary, is it more familiar to you?)

S:*Iya mbak*

(Yes, Miss)

R:*Trus kalau latihan grammarnya?*

(Then, how about the exercises of grammar?)

S:*Sedikit lebih mudah sih mbak dari yang kemarin, tapi ya mikirnya masih rada lama, soalnya bikin rumus dulu.*

(More easier than before, but I still need time for thinking about tenses in order to formulate the formula)

R:*Rumus yang mana?*

(What kind of formula?)

S:*Itu lho yang mbak jelasin tadi*

(The formula that you had been explained)

R:*O..rumus FPC?*

(FPC formula?)

S:*Iya*

(Yes)

R:*Bingung ga pakai rumus itu?*

(Did you get confused?)

S:*Gak begitu kok mbak. Jadi lebih mudah mengingat rumus tenses sekarang.*

(Not really. I can remember the formula of tenses easier than before.)

R:*Oya gimana menurut kamu games nya tadi?bikin semangat belajar inggris ga?*

(What about the games, was it motivated you?)

S:*Iya*

(Yes)

R:*Kenapa?*

(Why?)

S:*Soalnya aku tu jadi termotivasi buat bisa jawab. Lagian tar kalau bener kan dapat bintang,hehe*

(I was motivated to answer the question correctly. Besides, if I could answer I would get the star.)

R:*Ok deh.makasih ya*

(OK. Thank you)

S:*Ya mbak*

(Your welcome)

- **STUDENT 12**

R: *Hai, siapa nama kamu?*

(Hi, what's your name?)

S: *Amin, Mbak*

(Amin, Miss.)

R: *Yuk ngobrol bentar*

(Let's have a talk)

S: *Okay, Mbak*

(Okay, Miss)

R: *Gimana dengan latihan soal memonya? bisa ngerjain gak tadi?*

(How about the task on the memo? Could you do that?)

S: *Bisa sih Mbak tapi ya kadang masih suka bingung*

(Yes, Miss, but sometimes I am still confused.)

R: *Bingung apanya?*

(What made you confused?)

S: *Bingung grammarnya mbak*

(I got confused on the grammar, Miss.)

R: *Kenapa masih bingung, kan dah ada rumus singkatnya..tadi kamu pakai rumus itu ga?*

(Why were you still confused, I had given you the simplest formula. Did you use that?)

S: *Pakai tapi ya kadang masih bingung aja*

(Yes, I used it but sometimes I felt confused.)

R: *Yaudah sering-sering latihan aja ya biar jadi bisa,hehe*

(That's okay, do another tasks frequently. The more you do it, the more you can improve it.)

S: *Iya Mbak*

(Yes, Miss.)

R: *Gimana dengan tugas berkelompoknya tadi? Bisa mengikuti kan?*

(How about group discussion? Could you follow the process?)



S: *Iya, bisa mbak, tapi ya itu tadi, belum paham banget*

(Yes, Miss but I was not really understood. )

R: *OK deh..thanks ya.. jangan lupa banyak berlatih..*

(OK. Don't forget to try more)

S: *Ok Mbak*

(Ok, Miss)

• **STUDENT 13**

R: *Gimana tadi pelajaran tentang list nya? Membosankan ga?*

(What do you think about the lesson on the list? Was it boring?)

S: *Gak Mbak*

(No, Miss.)

R: *Enggaknya kenapa?*

(Why?)

S: *Soalnya latihan soal-soalnya gampang, trus ada gamesnya juga..jadi gak ngebosenin*

(Because the tasks were easy and there were some games in the learning, so, it was not boring.)

R: *Menyenangkan gak tadi ada games seperti itu?*

(Did you like the game?)

S: *Menyenangkan mbak, bikin pelajarannya jadi gak ngebosenin, gak cuma materi mulu*

(Yes, I did. The games made the lesson interesting. It was not just giving material all the time.)

R: *Dengan adanya games kamu termotivasi gak belajarnya?*

(Could it motivate you to study?)

S: *Iya Mbak*

(Yes, Miss)

R: *Paham juga gak materi yang diajarkan? Jangan-jangan cuma termotivasi dapet hadiah neh,hehe*

(Do you understand the lesson? Are you motivated because of the prize?)

S: *Paham kok Mbak*

(I understand the lesson, Miss)

R: *Brarti kamu tadi bisa ya pas ngerjain soal-soalnya?gak bingung kan?*

(Could you do the task correctly? Were you confused?)

S: *Iya Mbak*

(Yes, I could do the task and I was not confused.)

R: *Untuk tugas diskusinya ada hambatan gak?*

(For discussing work, was there any obstacle?)

S: *Ga ada Mbak.*

(No, it was not.)

R: *Baiklah, makasih ya..*

(Allright, thank you)

S: *Ya, Mbak*

(Your welcome, Miss)

**E. APPENDIX 5**  
**TEACHER**  
**INTERVIEW TRANSKRIPTS**

## **ENGLISH TEACHER**

**R: Researcher**

**ET: English teacher**

**(Cycle 1)**

R: *Bu, bagaimana dengan waktu yang diberikan untuk writing? Kebanyakan waktu tidak?*

(Mam, how was the time given for the writing exercise? Was that too long?)

ET: *Tidak juga sih Mbak. Cukup efisien kok. Anak-anak banyak yang bisa menyelesaikan tugas latihannya. Tapi kalau misal waktunya mepet mereka diajak ngebut aja Mbak. Masa waktu 45 menit cuma untuk nulis memo aja mereka kurang. Memo kan gampang tuh Mbak.*

(I think, it's enough. You used the time efficiently. Most of the students could finish their exercises. If you have a limited time, try to push them to do the exercises faster. Memo is easy, but they spent 45 minutes just to write a memo, even it was not enough for them.)

R: *sebenarnya iya juga sih Bu..Cuma tadi ada yang bilang kalo waktunya kurang soalnya sibuk cari-cari kata di kamus. Tapi waktu tadi saya keliling melihat pekerjaan mereka, kebanyakan dari mereka bisa selesai dalam waktu 45 menit Bu.. apalagi untuk latihan instruksi dan list, mereka bisa selesai lebih cepat daripada memo*

(Yes, I agree with you, Mam. Some of them said that the time given was insufficient because they had to find the difficult words in the dictionary. However, when I went around the class to see their works, most of them could finish the works in 45 minutes. Moreover, they could finish the exercises of instruction and list earlier than memo.)

ET: *Bagus berarti itu Mbak Ayu..*

(That was good, Miss Ayu.)

R: *Kalau menurut Ibu keaktifan siswa dikelas selama pelajaran gimana?*

(What do you think on the students' involvement in the class, Mam?)

ET: *ya anak-anak memang seperti itu sih Mbak. Jarang ada yang mau maju kedepan kalau gak ditunjuk dari gurunya.*

(Most of the students rarely go forward to answer the question if the teacher does not point them.)

R: *O, begitu ya Bu..*

(Oh, I see.)

ET: *Iya. Mungkin kalau Mbak Ayu ada ide untuk membangkitkan motivasi siswa untuk aktif bisa diterapkan*

(Maybe, Miss Ayu have an idea to motivate the students became active it can be implemented)

R: *Ok, Bu, saya ada rencana menggunakan games selama pelajaran untuk cycle yang berikutnya*

(Ok, Mam. I have a plan to use games during the lesson in the next cycle.)

ET: *Bagus Mbak. Lanjutkan saja, mungkin dengan diadakan games mereka jadi lebih aktif di pelajaran.*

(Good, Miss. Just go on. Maybe by using games they will be more active during the lesson.)

R: *Ok, Bu.*

(OK, Mam.)

R: *Lalu bagaimana dengan pengaplikasian dari The Text-Based Instruction tadi bu?*

(What do you think about applying Text Based Instruction done, Mam?)

ET: *Bagus Mbak. Itu lebih terkonsep. Lagian banyak disediakan banyak contoh teks juga dalam pembelajaran jadi siswanya lebih paham inti dari materi yang diajarkan. Sudah bagus, lanjutkan Mbak.*

(That's really good, Miss. It's more conceptual. Moreover, there are lots of texts's examples. In the last teaching and learning, the students can understand more about the core of the material given. That's good, continue it.)

R: *Ok, Bu. Lalu bagaimana dengan siswanya menurut Ibu?*

(Ok, Mam. How do you think about the students, Mam?)

ET: *Siswanya juga jadi lebih fokus Mbak dengan adanya banyak contoh teks di depan.*

(With lots of examples forward, the students became more focus.)

R: *Lalu untuk tasknya Bu? Gimana menurut Ibu?*

(How about the task? What do you think, Mam?)

ET: *Task-nya juga sudah bagus Mbak, tasknya banyak jadi siswa lebih terlatih lagi dan pastinya lebih paham dengan materinya.*

(The task were good, Miss. There are lots of task, so the students became more familiar and more understand the materials.)

R: *Kalau menurut Ibu gimana dengan media yang saya pakai?*

(What do you think about the media I had used just now, Mam?)

ET: *Udah bagus kok Mbak, siswanya terlihat fokus. Mereka cuma terpaku dan fokus dengan tulisan yang di depan.*

(It was good, Miss. The students seemed focus in following the lesson. They were focus to the text in the front.)

R: *Trus ada yang perlu ditambah atau dikurangi gak Bu?*

(Is there something to be added in this media, mam?)

ET: *Begitu aja juga dah bagus. Oiya paling buat yang besok media teksnya agak divariasasi dengan gambar ya Mbak biar lebih variatif. Jadi gak cuma tulisan semua. Ya biar gak bosan aja siswanya.*

(Actually those media were good, but it can be better if you add some pictures inside so that it was more vary and the students not get bored in following the lesson)

R: *Ok, Bu.. terima kasih atas sarannya ya Bu*

(Ok, Mam. Thank you for the suggestion.)

ET: *Sama-sama Mbak*

(You're welcome)

**(Cycle 2)**

R: *Ibu..gimana sekarang dengan teks yang disediakan di Cycle 2?*

(Mam, what do you think about the text provided in Cycle 2?)

ET: *Udah lebih baik dari yang sebelumnya kok Mbak Ayu. Sudah lebih menarik.*

(They were better than before, Miss Ayu. They were more interesting.)

R: *Lalu gimana dengan contentnya, Bu?*

(How about the content, Mam?)

ET: *Content yang mana?*

(Which content?)

R: *Maksud saya materi bacaannya yang dijadikan contoh Bu, apakah sudah lebih baik, soalnya saya milih materi yang sekarang lebih ke yang familiar dengan siswa*

(I mean, the examples of the texts Mam, were they better? I chose the materials which were more familiar with the students).

ET: *O iya..bagus Mbak..siswanya terlihat lebih interest sekarang, soalnya kan teksnya mereka gak asing, jd mereka lebih paham dengan materinya. Tadi yang rumus singkat tenses juga sangat membantu sekali lho. Siswanya semangat tadi pas Mbak Ayu jelasin rumusnya.*

(I think, it was good. The students become more interested. It is because they were familiar with the text, so they could grasp the material more. The students were helped by the use simple formula of the tenses as well. The students were enthusiastic when you explained the formula.)

R: *Bu, gimana dengan star gamesnya tadi?*

(How about the star games, Mam?)

ET: *Bagus Mbak. Siswanya jadi aktif dengan adanya games tadi. Yang jadinya ngantuk mungkin jadi gak ngantuk*

(Quite good, Miss. The students became more active. There are no sleepy students in the class.)

R: *Oh iya ya Bu..*

(That was right, Mam.)

ET: *Tadi saya amati banyak siswa yang rebutan spidol buat ngerjakan soal di depan.*

(In my observation, the students were competed to get the marker to do the task in the blackboard.)

R: *Betul Bu, yang tadinya hanya sedikit sekali yang mau maju ke depan sekarang jadi banyak banget sampai spidolnya dan soalnya pun kurang. Tadi siswanya juga malah minta nambah soal supaya mereka dapat banyak bintang.*

(Yes, Mam, there were some improvement. Most the students were motivated to go forward to do the task. Moreover, I had run out the marker and the questions. Instead, the students asked me to add the questions more to get more stars.)

ET: Ya, betul, Mbak

(Yes, you're right.)

R: *Oh..iya ya Bu,hehe.. terima kasih Bu atas waktunya..*

(O..I see. Okay, thank you Mam.)

ET: *Iya Mbak, sama-sama. Sukses ya Mbak..*

(You're welcome. Good luck, Miss.)



**F. APPENDIX 6**  
**PRE TEST & POST TEST**  
**SHEETS**

## **Question sheet (pre-test)**

Make a short message, directory, and list based on situation below!

1. Short message

You are a secretary in a building construction company at Jakarta. One day, there will be a meeting with all of the staffs for discussing about the plan to build a branch office company in Bali at 11 a.m. However, your boss tells you that he has to go to hospital because his son got an accident and he must be there as soon as possible. He asks you to make a memo for all staffs to inform them that the meeting is canceled. The meeting will be held next week and there will be further information.

2. Directory/ Instruction

You are working as a secretary in a building construction company at Jakarta. Today, there are two new staffs that will work at HRD. Your boss asks you to inform them how to use/ to operate several tools there. Please write down the direction/instruction how to use those tools. (You may choose one of them: turn on the computer, the photocopy machine, or the printer).

3. List

You are working as a secretary in an office. Your boss asks you to make a list of the goods in your boss's room. Please write down the list of goods which are available in that room.

## **Question sheet (post-test)**

Make a short message, directory, and list based on situation below!

1. Short message

You are a secretary in a building construction company at Jakarta. One day, there will be a meeting with all of the staffs for discussing about the plan to build a branch office company in Bali at 11 a.m. However, your boss tells you that he has to go to hospital because his son got an accident and he must be there as soon as possible. He asks you to make a memo for all staffs to inform them that the meeting is canceled. The meeting will be held next week and there will be further information.

2. Directory/ Instruction

You are working as a secretary in a building construction company at Jakarta. Today, there are two new staffs that will work at HRD. Your boss asks you to inform them how to use/ to operate several tools there. Please write down the direction/instruction how to use those tools. (You may choose one of them: turn on the computer, the photocopy machine, or the printer).

3. List

You are working as a secretary in an office. Your boss asks you to make a list of the goods in your boss's room. Please write down the list of goods which are available in that room.

**G. APPENDIX 7**

**PRE TEST & POST TEST SCORES**

## NILAI SISWA

No.	NIS	NAMA	PRE-TEST			POST-TEST		
			Rater 1	Rater 2	Mean	Rater 1	Rater 2	Mean
1	9526	AMIN SULIMAH	66	63	64.5	87	87	87
2	9527	ANA WAHYUNI	64	65	64.5	58	66	62
3	9528	ARI PUSPITANINGSIH	55	57	56	81	79	80
4	9529	AYU RYANIATI	66	61	63,5	81	88	84.5
5	9530	BUDI TRI LESTARI	65	60	62.5	84	82	83
6	9531	CANDRA WULAN	64	71	67.5	85	75	80
7	9532	CHORY NUSAWENY	69	64	66.5	84	85	84.5
8	9533	DEA RAHMAWATI	76	70	73	93	88	90.5
9	9534	DWI PURNAMASARI	58	58	58	81	72	76.5
10	9535	DYAH SAFITRI RAHMAWATI	74	72	73	86	88	87
11	9536	ELSA SEVIANA PUSPITASARI	60	65	62.5	65	63	64
12	9537	ELVA BUDI TIANTIKA	60	54	57	84	80	82
13	9538	ERNI KURNIYATI	61	58	59.5	76	75	75.5
14	9539	FAIP AGUSYANI	58	58	58	74	68	71
15	9540	GALUH HAPSARI	56	62	59	75	68	71.5
16	9541	IDA DAMAYANTI	65	58	61.5	84	93	88.5
17	9542	IKA HERLIYANA	63	55	59	84	77	80.5
18	9543	IKA WULANDARI	75	65	70	73	75	74
19	9544	IKKA HERLINDA WIDIASTUTI	59	52	55.5	82	74	78
20	9545	KHUSNUL KHOTIMAH	62	61	61.5	90	92	91
21	9546	LUSI IRAWATI	57	56	56.5	83	88	85.5
22	9547	MIA DAMAYANTI	64	55	59.5	82	78	80

23	9548	PUJI LESTARI	64	59	61.5	93	87	90
24	9549	PUTRI LIA SARI	75	67	71	82	76	79
25	9550	RATNA LESTARI	64	57	60.5	85	84	84.5
26	9551	RINA	61	61	61	83	79	81
27	9552	RINDI ATIKAWATI	58	50	54	66	74	70
28	9553	RISKA WENING	55	52	53.5	78	84	81
29	9554	RISTA ZUNI WULAN SARI	75	65	70	84	80	82
30	9555	RUSTINI	56	63	59.5	88	88	88
31	9556	SANTI LARASATI	63	65	64	73	66	69.5
32	9557	SITI AJENG PRATIWI	76	62	69	78	74	76
33	9558	TRI WAHYU OKTIVAH	-	-	-	-	-	-
34	9559	WAHYU WIDYANINGSIH	59	57	58	82	79	80.5
35	9560	WIJI LESTARI	61	54	57.5	85	87	87
36	9561	YULI ASTUTI	58	59	58.5	72	78	75

```

NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
DESCRIPTIVES VARIABLES=pretest posttest

  /STATISTICS=MEAN SUM STDDEV VARIANCE RANGE MIN MAX SEMEAN KURTOSIS SKEWNESS.

```

```
/STATISTICS=MEAN SUM STDDEV VARIANCE RANGE MIN MAX SEMEAN KURTOSIS SKEWNESS.
```

## Descriptives

## Notes

Output Created	22-Nov-2012 05:02:53	
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	35
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax	DESCRIPTIVES VARIABLES=pretest posttest /STATISTICS=MEAN SUM STDDEV VARIANCE RANGE MIN MAX SEMEAN KURTOSIS SKEWNESS.	
Resources	Processor Time	00:00:00.000
	Elapsed Time	00:00:00.016

## Descriptive Statistics

[illegible]

## **H. APPENDIX 8**

### **THE QUESTIONNAIRE**



NAME: CLASS:	DATE:
-----------------	-------

Questionnaire

Answer the questions below based on your own words.

1. Apa yang kamu ketahui tentang metode Text-Based Instruction?
2. Bagaimana pembelajaran writing yang kamu dapatkan sebelum menggunakan metode Text-Based Instruction?
3. Sebelum belajar dengan menggunakan metode Text-Based Instruction, bagaimana pendapatmu mengenai pembelajaran writing sebelumnya?
4. Apa yang kamu rasakan selama pelajaran dengan menggunakan metode Text-Based Instruction?
5. Apa keuntungan yang kamu dapatkan dengan belajar menggunakan metode Text-Based instruction?
6. Apa kesulitan yang kamu temui selama belajar dengan menggunakan metode Text-Based instruction?
7. Adakah kerugian yang kamu dapatkan selama belajar dengan menggunakan metode Text-Based instruction?Terangkan jawabanmu.
8. Apakah metode Text-Based Instruction membantu meningkatkan kemampuan menulismu?

9. Terkait dengan pertanyaan nomor 8, jika jawabanmu iya, Bagaimana metode Text-Based Instruction membantu meningkatkan kemampuan menulismu?
10. Terkait dengan pertanyaan nomor 8, Peningkatan apa saja yang kamu dapatkan dan rasakan selama dan setelah belajar dengan menggunakan metode Text-Based instruction terkait dengan menulis?
11. Terkait pertanyaan nomor 8, jika jawabannya tidak, apa yang membuatmu merasa kalau belajar dengan menggunakan metode Text-Based Instruction tidak membantu meningkatkan kemampuan menulismu?
12. Setelah belajar dengan menggunakan metode Text-Based instruction, bagaimana pendapatmu tentang pembelajaran writing?
13. Apakah kamu ingin terus menggunakan metode Text-Based instruction dalam belajar writing?
14. Terkait pertanyaan nomor 13, jika iya, apa yang membuatmu ingin terus belajar dengan menggunakan metode Text-Based instruction?
15. Terkait pertanyaan nomor 12, jika tidak, apa yang membuatmu tidak ingin terus belajar dengan menggunakan metode Text-Based instruction?
16. Bagaimana pendapatmu tentang pembelajaran writing dengan menggunakan metode Text-Based Instruction?

# **I. APPENDIX 9**

## **PHOTOGRAPHS**

## PICTURES

	
<p>Date: February 9<sup>th</sup>, 2012 Activity: the students discuss with their group work</p>	<p>Date: February 3<sup>rd</sup>, 2012 Activity: the students discuss with their group work</p>
	
<p>Date: February 16<sup>th</sup>, 2012 Activity: the researcher delivers the material</p>	<p>Date: February 3<sup>rd</sup>, 2012 Activity: the students work in pairs</p>
	
<p>Date: February 13rd, 2012 Activity: the student answers the question</p>	<p>Date: February 13rd, 2012 Activity: some students are waiting for answering the question</p>

	
<p>Date: February 9<sup>th</sup>, 2012 Activity: the text displays in the whiteboard</p>	<p>Date: February 10<sup>th</sup>, 2012 Activity: the property uses in game</p>
	
<p>Date: February 10<sup>th</sup>, 2012 Activity: the students work individually</p>	<p>Date: February 10<sup>th</sup>, 2012 Activity: some students answer the question in front of the class</p>
	
<p>Date: February 9<sup>th</sup>, 2012 Activity: the researcher walks around to check the students' work and helps them if they meet the obstacles in doing the task</p>	<p>Date: February 9<sup>th</sup>, 2012 Activity: the student answers the question in the whiteboard</p>

	
<p>Date: February 3<sup>rd</sup>, 2012</p> <p>Activity: the students discuss with their group</p>	<p>Date: February 13<sup>rd</sup>, 2012</p> <p>Activity: the students pay attention to the teachers explanation</p>